

Integrating Anti-Bias Education into the Measurement of Early Childhood Education  
Quality

by

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## ABSTRACT

Early Childhood Education (ECE) classroom quality has been gaining increased attention from researchers and policy makers, as the link between high quality early learning experiences and future success has become clear. The impact of ECE may be particularly important for low-income, ethnic minority youth, who may need additional support to reach the academic level of their higher-income, Caucasian peers. However, the definition of ECE quality does not currently include indicators of classroom practices and center-wide policies that intentionally address issues of culture, race, and ethnicity, topics that may be particularly relevant for the most academically at-risk children. Anti-bias education (ABE) provides a strong theoretical and practical framework for understanding how to incorporate such themes into classroom practice and policy, as well as how to teach students to actively counteract bias and discrimination. However, there is currently no mechanism for researchers to utilize this framework, because there is no measure that can reliably evaluate the level of quality of ABE practices. Therefore, the present study sought to incorporate anti-bias education principles into the conceptualization of classroom quality through measurement development. The measure was developed based on the integration of the original ABE theory with interviews and observations in five ECE programs, which were nominated for their intentional practices regarding issues of culture, race, and ethnicity in the classroom. The five centers ranged in the ethnic composition and average income of their population. The resulting measure contains five domains, with a number of items within each domain. Two of the domains (Toys & Materials, Visual/Aesthetic Environment) contain observational rubrics for assessment, whereas the other three (Organizational Climate, Activities, Interactions) include self-

report scales in addition to the rubrics. Future research is needed to pilot the measure and establish validity and reliability across contexts and observation times.

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## **Introduction**

The United States of America was founded on democratic ideals, including respect for basic human rights, social justice, alternative life choices, and equal opportunity for all. The nation's founding documents, such as the Declaration of Independence, Constitution, and Bill of Rights emphasize the importance of a democratic and just society that enables those living within it to participate fully in the making and perpetuation of a moral and civic community. Education, and specifically public schooling, is seen as a means through which to promote this democratic foundation and provide opportunity for all students to develop a positive self-concept, self-improvement, and self-empowerment. The nation's public education system is meant to be the great equalizer, providing all students, despite their background, an opportunity to rise into positions of power and create a better life for themselves and their families.

The pursuit of this ideal has been given increasing political focus in recent administrations. In 1983, the Reagan administration released a report, "A Nation at Risk: The Imperative for Educational Reform," driven by a fear that America was losing its global superiority in education, especially with regard to science, math, and technology. The report stated that:

All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost... All children by virtue of their own efforts can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests by also the

progress of society itself. (National Commission on Excellence in Education, 1983)

Twenty years later, in a similar vein, George W. Bush implemented the No Child Left Behind Act (No Child Left Behind [NCLB], 2002) specifically intended to increase educational standards and reduce achievement gaps between minority and majority students. Currently, policy initiatives are focused on providing high quality early childhood education (ECE) in order to better prepare our young children for increased standards in elementary school at beyond (U.S. Department of Education, 2013; Weiner, 2000). These efforts have been especially targeted toward at-risk students, those who are at more risk of academic failure due to a number of factors including low socioeconomic status, living in a single-parent home, minority culture membership, or behavioral or learning disabilities (Pallas, Natriello, & McDill, 1989; May & Kundert, 1997).

Early intervention has become a national priority, and school readiness has been given more attention as an important predictor of educational and societal success (Gormley, Phillips, & Gayer, 2008; Yoshikawa et al., 2013). For example, Head Start, a federal program established in 1965 as part of the War on Poverty, was designed specifically to promote school readiness of children from birth to 5 from low-income families (U.S. Department of Health and Human Services [USDHS], 2010). Head Start, which continues to receive increased attention in the current administration, has been evaluated using randomized-control designs and benefits of the program have been documented in both academic and socio-emotional realms, including increased language and literacy skills and decreased hyperactivity and other behavioral problems (USDHS, 2010).

Despite this increased focus on educational standards and quality, the democratic ideals of equality have not been actualized in our public school system. Some groups of students, typically those of marginalized backgrounds and identities such as children of poverty and color, are consistently denied equal educational opportunities, which are manifested through large, persistent achievement gaps extending from preschool to college achievement and beyond (Aud, Fox, & KewalRamani, 2010; Becker & Luther, 2002). For example, although Head Start students demonstrated increased performance on language and literacy assessments, they were still only performing at the 31st percentile for the general population. Additionally, many of the positive impacts of the Head Start program were no longer apparent by the end of 1<sup>st</sup> grade (USDHS, 2010). Reports from the National Center for Education Statistics (Hemphill, Vanneman, & Rahman, 2011) demonstrated that although the differences between Caucasian and non-Caucasian students' scores on 4<sup>th</sup> and 8<sup>th</sup> grade reading and math tests narrowed between 1992 and 2007, Black and Hispanic students still trailed their White peers by an average of over 20 points on these tests in 2011. Extending these results to higher education, in 2008, 78.4% of White students graduated college on time, whereas this was the case for only 53-58% of Hispanic, Black, and American Indian students (Alliance for Excellent Education, 2012). In general, minority students, relative to Caucasian students, receive lower grades, score lower on standardized tests, have higher rates of grade retention, are disproportionately assigned to low-ability groups and class tracks throughout school, and have lower graduate and college matriculation rates (see Becker & Luther, 2002 for a review).

These gaps have been associated with both external and intrinsic factors, ranging from negative societal messages regarding minority groups' academic potential (Lerman, 1996; Midgley, 1993), at-risk home environments with less educational resources and support (Aud, Fox, & KewalRamani, 2010; Barton & Coley, 2007; Barton & Coley, 2009), lowered teacher expectations and decreased attitudes and motivation toward academics (Brophy, 1983; Brophy, 1988; Eccles, Lord, Roeser, Barber, & Jozefowicz, 1997; Dweck, 2000), and children's own emotional and mental health (Knitzer, 1999). A "deficiency model" has often been most often used to describe the achievement gap, attributing low performance of at-risk students to characteristics of their typically impoverished communities or families that may lack educational resources in the home or an understanding of the importance of early socialization experiences (Coward, Feagin, & Williams, 1973; Lewis, 1965).

Other scholars and educators, however, believe that these gaps in significant part are attributable to institutionalized biases in schools, including prejudices in curricula and differential teacher expectations for students of color (Cummins, 1986/2001). This perspective suggests that there is disconnect between American ideals of equality and democracy and the foundation of our public institutions. For example, Bennett (1999) suggests that although it is inherently "un-American" to be racist or sexist, the fact that many teachers fear teaching about values or changing attitudes regarding discrimination and stereotypes (e.g., the struggle for minority rights, the right to dissent, limits of free speech) is an implicit example prejudice and discrimination. Exploring ways to directly confront issues of bias, racism, and diversity in schools as a mechanism to prevent the development of achievement gaps by is an important research agenda.

As the United States grows increasingly diverse – currently, half of American children under 5 are of a non-White racial or ethnic minority group (Cabrera, Garcia-Coll, Martinez-Beck, & McLoyd, 2013) – public education needs to respond accordingly. The Declaration of Independence can no longer be interpreted in the context of the white, male elite who originally penned it, but needs to be considered with an understanding of the complex and diverse society it currently represents. In addition to the negative implications that these biases have for academic and social outcomes of underrepresented students as demonstrated by the achievement gap, they can also preclude majority students from developing relationships with and learning from diverse others, a necessary skill to navigate an increasingly diverse, globalized, and complex society (Banks & Banks, 1997; Derman-Sparks & Edwards, 2010). This complexity includes shifts in workforce demands, new challenges accompanying a more globalized world, a widening gap between rich and poor, and changing migration/immigration patterns leading to more diverse communities (Bennett, 1999). In order for the American education system to fulfill its democratic ideals and mission, both by providing equal educational opportunities to all students that will minimize the achievement gap and by training children to work collaboratively with diverse others, it needs to be responsive to the identities, cultures, histories, and social standing of typically underrepresented populations who are becoming increasingly more visible in our society.

The forthcoming section examines the current status of assessment of ECE quality in the United States and demonstrates where gaps may exist in our present conceptualization of quality, especially in terms of racial biases and inequality. I focus on ECE due to the importance of the early schooling years in shaping a student's academic

and socio-emotional trajectory (Rimm-Kaufman & Pianta, 2000), as well as the intensity of the current political emphasis on this developmental period. Next, I introduce an educational framework for addressing these gaps, namely *Anti-Bias Education (ABE)*, that was developed by educators as a means to directly address issues of bias, inequality, and the development of positive self-esteem and identity in order to promote all children's chances to thrive and succeed in school, work, and life (Derman-Sparks & Edwards, 2010; Derman-Sparks & The ABC Task Force, 1989). Although this framework has been promoted and utilized in ECE settings across the country, there has been little research conducted to determine the ways in which anti-bias education is related to other measures of classroom quality, and ultimately school readiness and social and academic outcomes. Lastly, I propose a project to develop an assessment as a first step to advance the investigation of the effectiveness of ABE on student achievement and development.

### **Background and Significance**

#### **ECE Quality: Goals, Definitions, and Measures**

**Current political emphasis on ECE.** In the 2013 State of the Union address, President Barack Obama relayed the following message to the nation:

In states that make it a priority to educate our youngest children...studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind. (Obama, 2013)

This address reflects the current political push for the expansion of access to high-quality preschool for every child in America, especially those in low- and moderate-income families and communities. In order to achieve this goal, federal investments have been focusing on developing standards and evaluation criteria for birth-5 programs that can ensure high quality ECE, as well as expanding Early Head Start and voluntary home visiting programs so as to provide “Preschool for All” (White House, n.d.). Ultimately, these policy initiatives suggest that if high quality ECE experiences are provided for all children, the achievement gap will be reduced, and our students, especially those who typically have limited access to such opportunities, will be performing stronger in the face of increased standards. High quality ECE is considered an important intervention for at-risk students in order to improve school readiness at the start of kindergarten, achievement throughout early schooling, and future quality of life.

**Benefits of ECE on child outcomes.** The short- and long-term benefits of high quality ECE programs have been widely documented and are getting increased attention from educators, researchers, and policy makers who are interested in improving academic and socio-emotional developmental outcomes for children (Camilli, Vargas, Ryan, & Barnett, 2010; Campbell & Ramey, 1994; LaParo, Pianta, & Stuhlman, 2004; Peisner-Feinberg et al., 2001). These benefits include improvement in academic domains (e.g., increased language, literacy, and mathematics), socio-emotional skills (e.g., reduced externalizing and internalizing problem behaviors), and health outcomes (e.g., increased immunization rates and dental care, reduced child mortality).

In the political sphere, much of the justification for the focus on quality education in the early years has been based in developmental and cognitive psychology and



economics. In the first years of life, the brain is forming most rapidly and with the most sensitivity to external influences, and experiences in the home and other care settings can interact with genes to develop the nature and quality of the brain's architecture (Harvard Center for the Developing Child, 2007) Early learning contexts can set the foundation for the development of the most cognitive, social, and emotional skills, including early language, empathy, and persistence (Blair & Razza, 2007; Duncan et al., 2007; Heckman, 2006). These basic skills can then be enhanced in later experiences and influence outcomes such as educational attainment and employment (Yoshikawa et al., 2013).

With regards to economics, evaluations of a well-known pre-school intervention program that provided high quality ECE to low-income African American children in the 1960s, the Perry Preschool Program, demonstrated that there was a \$7.16 return on every \$1 spent on the program. This benefit/cost analysis considered returns at age 26 such as more efficient K-12 education (i.e., less grade retention, higher achievement), decrease in public education costs, increase in participants' earning and employment benefits, decrease in crime, and decrease in welfare payment, when the Perry treatment group was compared to a group of young adults with similar demographics who did not attend the Perry program (Rolnick & Grunewald, 2003).

Preparing children for their transition and success to K-12 schooling has also been an important goal and focus for advocates of high quality ECE (LaParo et al., 2004). Children in high quality preschool classrooms tend to engage in more complex tasks and activities with peers and score higher on kindergarten readiness assessments. They are more likely to be able to cope with typical academic tasks, have greater mathematical and verbal competence, and have increased task engagement and persistence. Lastly, students

in high quality preschool classrooms are less likely to be retained in other grades in primary school (Burchinal, Lee, & Ramey, 1989; Campbell & Ramey, 1994; Helburn, 1995; Howes & Hamilton, 1993).

Some attention has been given to the analysis of ethnic subgroup differences in the effects of ECE. Whereas some research has found that at-risk students (e.g., low-income, minority, low maternal education) experience greater benefits from high quality ECE than their more privileged counterparts (Bryant, Lau, Burchinal, & Sparling, 1994; Burchinal, Ramey, Reid, & Jaccard, 1995; Peisner-Feinberg & Burchinal, 1997), there is some debate whether the effect sizes are strong and robust enough to make these conclusions. For example, Gormley and colleagues (Gormley & Gayer, 2005; Gormely, Gayer, Phillips, & Dawson, 2005; Gormely & Phillips, 2005) studied the effectiveness of Oklahoma's universal preschool program in Tulsa and even found inconsistent results regarding ethnic subgroup differences across different studies of the same program. From 2001-2002, the research team found that Hispanics and Blacks, but not Whites benefitted from the preschool program, but from 2002-2003, White students also demonstrated increased literacy skills. The authors attributed this to differences in the measures used in the two years. Similarly, Weiland and Yoshikawa (2013) found that effect sizes of a Chicago-based preschool program were stronger on many outcomes for Hispanic, Black, and Asian students, and those eligible for free and reduced lunch, but very few of these differences were robust to sensitivity analyses.

Despite the disputes over effect sizes, these results demonstrate that children who typically may not have access to high quality education do respond well, particularly well in some cases, to the intervention of high quality ECE. When provided with an

opportunity to participate in high quality ECE programs, diverse groups of children improved on measures of cognitive and socio-emotional development (e.g., Weiland & Yoshikawa, 2013). Some programs were developed to specifically address the needs of low-income African-American youth, such as the Abecedarian Project and the aforementioned Perry Preschool Program, which followed participants from their time in the program until young adulthood. Follow-up studies of the Abecedarian Project found that as compared to other low-income African-Americans who did not receive the program, the treatment group had significantly higher test scores as young adults, attained more years of education, were more likely to attend a 4-year college or university, and were less likely to become teen parents (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2010).

**Definition of ECE quality and related constructs.** Despite the general consensus that ECE quality is important for students' academic and developmental trajectories in early schooling, there is still considerable variation regarding what classroom quality entails and how it should be measured. In general, the most commonly agreed upon dimensions of quality include health and safety of children, responsive and warm interactions between children and staff, limited group size, age-appropriate caregiver-child ratios, adequate indoor and outdoor space, and adequate staff training in either ECE or child development (Scarr, Eisenberg, & Deater-Decker, 1994). Additionally, the Developmentally Appropriate Practice (DAP) guidelines created by the National Association for the Education of Young Children (NAEYC; Bredekamp & Copple, 1997) are a particular set of strategies addressing a specific component of process quality. Developmentally appropriate practice is defined as practice that “is informed by what is

known about child development and learning, what is known about each child as an individual, and what is known about the social and cultural contexts in which children live” (Snow & Van Hemel, 2008, p. 425). The guidelines require that teaching practices meet children where they are at as well as enabling them to reach goals that are challenging and achievable, through the development of individual student-teacher relationships and use of age-appropriate materials and language in the classroom (National Association for the Education of Young Children [NAEYC], 2009).

The above indicators of quality have often been divided into those that measure *structural* or *regulatable elements*, such as physical space qualities, teacher-student ratios or teacher education and training, and *process elements*, including adult-child interactions, the nature of the activities and learning opportunities available to children, or classroom materials that children can directly access (Phillipsen, Burchinal, Howes, & Cryer, 1997; Scarr et al., 1994). Although structural elements are more easily standardized and instituted through national, statewide, and local policy, process elements have been more directly related to the day-to-day functioning of a classroom and experiences of a student (Scarr et al., 1994). Process quality reflects the most immediate experiences of children in the classroom, and has the greatest potential for influencing a student’s academic and socio-emotional trajectory throughout schooling. Although improving structural features of quality can help create the conditions for positive changes in process quality, there is no guarantee that such changes will occur. For example, reducing class sizes or requiring higher teacher qualifications does not guarantee that preschool programs will provide ongoing supports to teachers that allow

them to optimize the emotional support and rich and stimulating environments that contribute to high quality (Yoshikawa et al., 2013).

**Measures of ECE Quality.** There have been many measures developed to assess classroom quality, all of which were shaped by different goals and purposes for evaluation. Zaslow, Tout, & Halle (2011) state four distinct purposes for evaluating quality including: 1) identifying specific areas of a particular program or practitioner's performance that need strengthening, 2) determining whether a policy or program investment has had the expected result, 3) building knowledge regarding which factors contribute to quality and how these are related to child outcomes, and 4) rating/comparing the quality of different programs in a particular region to inform parent choice. Each of these purposes require different methods for quality evaluation, and the purpose should determine who collects the data and how they should be trained for data collection, which parties should receive the results of the evaluation, what specific measures should be used, and how issues in the implementation process should be resolved (Zaslow et al., 2011).

These goals also determine the degree to which structural and process elements of quality are integrated into measurement instruments. Whereas educational psychologists and developmental researchers typically prefer to assess process variables, due the proximity of these features to children's experiences in the classroom and their ability to have a direct impact on children's development, policy makers and administrators have typically focused on the measurement of structural variables that can be easily regulated and enforced in the classroom (Phillipsen et al., 1997). There are a number of contributing factors to this. For example, although warm and responsive teacher-child

interactions have been associated with long-term success of students (Yoshikawa et al., 2013), such interactions are difficult to operationalize and challenging and expensive to collect (Howes, Phillips, & Whitebook, 1992). Therefore, instead of measuring teacher warm and responsive interactions directly, some evaluators work under the assumption that structural variables, such as class size and adult to child ratio are indicators of process variables and the ability of a teacher and center to provide high quality care, and measure these factors instead (e.g., Howes et al., 1992).

With the increased emphasis on quality of ECE in the policy sphere, however, observational measures originally designed for early childhood research purposes are being increasingly utilized in applied settings, including program ratings, center licensing, and professional development (Bryant, 2010). The use of these validated measures of process quality in ECE provides an opportunity to bridge research, practice, and policy. It allows our systems of knowledge to work together to merge academic information regarding what has been scientifically shown to influence children's outcomes and the practical information about what is actually feasible to implement in the classroom.

The observational measures of ECE quality that have been considered in applied, political settings are typically divided into two approaches. The first approach attempts to assess overall or global quality by including measures of a range of structural and process indicators associated with quality care. Such measures include the Early Childhood Environment Rating Scale - Revised (ECERS-R; Harms, Clifford, & Cryer, 1998), the Assessment Profile (Abbot-Shim & Sibley, 1987), the Classroom Assessment Scoring System (CLASS; LaParo & Pianta, 2003), and Observational Record of the Caregiving

Environment (ORCE; see NICHD ECCRN, 1996). These measures include examination of broad constructs such as quality of the physical setting, curriculum, caregiver-child interactions, health, safety, scheduling of time, indoor and outdoor spaces, and play materials. In contrast, some measures assess specific process indicators, such as caregiver sensitivity (Arnett, 1989), caregiver responsiveness (Howes & Stewart, 1987), teaching styles (Stipek, Daniels, Galluzzo, & Milburn, 1992), and parent-teacher interactions (Elicker, Noppe, Noppe, & Fortner-Wood, 1997).

Although all of the above dimensions and domains of classroom quality are considered important, no one measure is so comprehensive as to address the full gamut of putative quality indicators (Bryant, 2010). Lambert (2003) suggests that a selected measure of quality should reflect the purpose of its use, and one should consider content- and age- appropriateness, as well as validity, reliability, and ease of use when deciding between measures. Given these suggested criteria, measures that reflect multiple, broad dimensions, especially the CLASS (LaParo & Pianta, 2003) and ECERS-R (Harms et al., 1998) have been most widely used in both research and applied settings. All Head Start classrooms, which constitute a large component of President Obama's "Preschool for All" policy, use the CLASS as a means to provide professional development to their staff, and improve student-teacher relationships and interactions (Teachstone, 2014).

In addition, both the CLASS and ECERS-R are often incorporated into Quality Rating and Improvement Systems (QRIS), state-wide standards that collect information about quality of programs and designate a quality level of each evaluated center, similar to a restaurant rating (Isner et al., 2011). As of February 2014, all but seven states have launched statewide or regional QRIS, and of these remaining seven, six are in the

planning stages for the QRIS (QRIS Network, 2014). Although each state can develop their own QRIS protocol, the QRIS National Learning Network has developed a framework that acts as a guide for individual states. The network believes that high quality ECE programs should include five interrelated components: 1) quality standards for programs and practitioners; 2) support/infrastructure to meet standards, 3) monitoring and accountability to ensure compliance; 4) on-going financial assistance; and 5) engagement and outreach (QRIS Network, 2009-2013).

**Limitations of current measurement of ECE quality.** There has been some concern that although the most commonly studied dimensions of ECE quality are consistently associated with child outcomes, the relations are modest and some fade away by late elementary or high school (Blau, 2000; Burchinal et al., 2009). Therefore, further identification of quality constructs that are not typically evaluated in our current measures has been encouraged (Belsky, 2001; Burchinal et al., 2009). In this vein, some researchers have begun to advocate for the inclusion of dimensions regarding multicultural or culturally responsive care when evaluating ECE quality, as original ECE quality measures were developed for the cultural majority and may not reflect the most beneficial classroom setting for all children (Ramsey, 2004).

For example, Jipson (1991) contended that the National Association for the Education of Young Children's Developmentally Appropriate Curriculum guidelines (NAEYC DAC; Bredekamp & Copple, 1997), a common indicator of quality, are biased towards developmental milestones of the European American culture due to their emphasis on autonomy and rationality. The teachers that Jipson (2001) interviewed in her qualitative analysis recognized that an emphasis on independence in the DAP guidelines



may validate typical developmental patterns and parenting goals of European American families, but not those of Asian or Native American descent. Jipson (2001) proposed that there was room in the DAP guidelines to incorporate practices that are sensitive to the cultural context in which a child lives and promote congruency between a child's home and school environments. Similarly, Bowman (1989) argued that the DAP, although inherently attractive, presents challenges when teachers are faced with educating children from different cultural communities, who may speak different languages and dialects, or have different expectations and forms of expression. These could include a hesitancy to speak up to elders in school or a reliance on non-verbal communication.

Working with culturally diverse children inherently involves interfacing with culturally influenced childrearing practices, and having a deeper understanding of the alignment between these culturally influenced practices and classroom quality can allow for a greater capacity to provide high quality care for all children (Howes, 2010; Sanders & Downer, 2012; Ramsey, 2006). Although typical observational measures of classroom quality, including the ORCE (National Institute of Child Health and Human Development, Early Child Care Research Network [NICHD ECCRN], 1996) and the CLASS (Pianta, La Paro, & Hamre, 2008) have been validated in ethnically and socio-economically diverse settings (Burchinal & Cryer, 2003; Downer et al., 2012), they do not directly measure the ways that diversity, racial and ethnic differences, discrimination, and cultural influences are addressed in the classroom. In fact, the Campaign for Quality Early Education (CQEE), comprised of organizations and individuals heavily invested and influential in California's early learning public policies, published a rebuttal of the cultural and linguistic validity of the CLASS measure for Latino children and dual

language learners (Campaign for Quality Early Education [CQEE] Coalition, 2013). The CQEE's concerns focus on the influence of culture on how individuals interact in learning environments, as opposed to accepting a universalistic perspective of child development. For example, the authors argue that some of the CLASS indicators of quality do not account for or may even penalize culturally responsive or adaptive teaching behaviors. Instead, the CQEE proposed that the CLASS is supplemented by assessments that are developed specifically to address the needs of the population at hand, in this case Latino students and dual language learners (Castro, Espinosa, & Paez, 2011).

There has been some movement toward incorporating measures of diversity awareness or cultural responsiveness related to classroom quality. For example, the Early Childhood Environment Rating Scale - Extension (ECERS-E; Sylva, Siraj-Blatchford, & Taggart, 2003) was developed because the ECERS-R (Harms et al., 1998) was deemed inadequate in measuring intellectual and cultural diversity (Sylva et al., 2006). The ECERS-E, however, is still not utilized nearly as often as the ECERS-R. The diversity subscale of the ECERS-E contains three items that observers rate on a 7-point scale over the course of a half or full day session: planning for individual learning needs, promoting gender equity and awareness, and recognizing racial equality. Children in pre-school classrooms with high scores on the diversity subscale tend to have higher mathematical and non-verbal reasoning at the entry to kindergarten than those in classrooms who have low diversity ratings (Sammons et al., 2002; Sylva et al., 2006).

Additionally, Sanders and Downer (2012) found that acceptance of diversity as measured by the ECERS-E subscale was related to emotional climate, a process indicator

of classroom quality measured by the CLASS (LaParo & Pianta, 2003), while controlling for classroom composition and teacher characteristics. Emotional climate refers to a teacher's ability to support social and emotional functioning in the classroom, and includes ratings of the emotional connection between teachers and students, teachers' responsiveness to students concerns, the emphasis placed on students' interests and point of view, and the lack of expressed negativity in the classroom. High emotional climate has been related to students' academic performance, school engagement, and social functioning, especially for at-risk children (NICHD ECCRN, 2002; 2003; 2005). The relation between emotional climate and diversity awareness emphasizes the importance of working towards a model of classroom quality that incorporates cultural concerns in order to promote positive academic and social outcomes for all students.

Whereas educators who are concerned with educational equity and multicultural education have called for democratic schooling that addresses difference and builds off each students' background and perspective in an attempt to promote both positive socio-emotional and academic development (Banks, 1993; McCombs, 2000), these concepts have not been well-recognized on a political level (Bruner, Ray, Stover-Wright, & Copeman, 2009). Concerns regarding the lack of attention given to cultural awareness in current measures of ECE quality have been raised in regards to the introduction of QRIS and other policy initiatives meant to increase standards in order to reduce achievement gaps. Even though these initiatives are specifically meant to provide equal educational opportunities to those who are typically excluded from high quality ECE, there is little to no mention of the cultural and racial backgrounds these children. As of 2008, no state's QRIS had established a specific component or subscale in its definition of quality that

referred to language, culture, race, or gender. New Mexico, Indiana, and Pennsylvania's standards briefly mentioned these issues, but no specific guidelines were provided (Bruner et al., 2009). In an extreme contrast, in 2010, the Tucson Unified School District in Arizona, whose student population is over 60% Latino, banned a Mexican American Studies program and with it, the use of seven books, many penned by Hispanic authors (Lacey, 2011). Even though the ban on the books was rescinded in 2013 (Planas, 2013), the controversy gained national attention and was seen as a large barrier to the multicultural education movement and, specifically, a hindrance to the ability of Mexican American students to gain a legitimate perspective on their own history (Suarez, 2013).

A large gap in worldview exists between educators who believe that quality in ECE should help children learn about themselves and others and teach children to gain and provide empathy and respect despite cultural differences, and policy makers who are focused on measurable indicators of academic success, including test scores, high school and college graduation rates, and employment (Bruner et al., 2009; Cummins, 1986/2010). The integration of these diverse, and sometimes divisive, perspectives is necessary, however, in order to achieve the goal of educational equality, inherent in our nation's democratic foundation and values. Researchers have a unique opportunity to bridge the gap between practice and policy (Tseng, 2012), through the definition of key constructs, identification of indicator variables, development of measurement instruments, and the testing of hypothesized relationships.

### **Culture in the Classroom**

**Theoretical framework.** All children (and adults) enter the classroom with a cultural and familial background that may or may not be in accordance with the socio-

cultural values that are transmitted through our schools' culture (McCombs, 2000). Therefore, to some extent, all schooling involves acculturation of students to the values and processes promoted by schools. However, social inequalities can be maintained through educational practices, because some students' cultural backgrounds and differences are not recognized in educational materials, teacher practices or beliefs, or general curricular assumptions (Aguado, Ballesteros, & Malik, 2003). Students also may enter the classroom with their own stereotypes and prejudices from their family or cultural backgrounds. Navigating cultural differences amongst students, teachers, and school curriculum may be a part of the day-to-day activities of all individuals in the classroom that contributes to optimal outcomes for all students (e.g., Caughy, O'Campo, Randolph, & Nickerson, 2002).

In order to examine how culture is related to the quality of early childhood settings, the present study borrows our theoretical framework from Shivers and Sanders model of culturally responsive care (2011; see Figure 1), which places children's development within the context of their care environments, within family systems, and within ethnic and social class contexts. This theoretical model weaves together Bronfenbrenner's (1979) ecological theory and Garcia-Coll et al.'s (1996) integrative model. Ecological theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) posits that children develop via proximal processes, or continuous ever-evolving interactions with people, symbols, and objects, in their environment, at a variety of levels ranging from the microsystem (i.e., a child's most immediate setting) to the macrosystem (i.e., cultural and societal norms and values). Early school settings are an example of a microsystem influence in which children are having continuous interactions with teachers, peers, and

objects within the classroom. These interactions are driving both children's skills and capacities in terms of academic and socio-emotional development, as well as their understanding of the world and the specific context in which they live. Not only are children gaining knowledge and skills from the explicit lessons that educators are teaching within the classroom, but they are also gleaning an understanding of the larger, more implicit, values that shape their educator's worldview and pervade throughout their developmental environment.

Garcia-Coll et al. (1996) discusses the specific ecological framework that drives the developmental competencies of minority children. She argues that although development works in the same way for minority and Caucasian children in western societies (i.e., driven by the interaction between the child and his/her environment), the ecological circumstances to which these children are exposed are unique, and will result in different competencies for these children. In Garcia-Coll's model, social position variables (i.e., race, social class, ethnicity, and gender) determine one's exposure to racism and segregation, which influence the types of environments (i.e., schools, neighborhoods), in which one develops. The interactions that children have within these environments and the interactions between these environments and their family and cultural background can drive cognitive, social, and emotional competencies.

Shivers and Sanders' (2011) model integrates these theories by unpacking the unique cultural ecologies in which minority children are embedded at all levels of their early learning settings. The influence of societal norms and histories, such as race, immigration and segregation, as well as overarching education systems and policies, pervade the organization of a center, teacher preparation and training, classroom set-up

and organization, and relationships amongst individuals within the classroom. This model conceptualizes quality as inclusive of both structural indicators (e.g., teacher ethnicity, teacher-student ethnicity match, teacher's beliefs regarding diversity, teacher's professional development on cross-cultural competency, and program-level goals) and process elements (e.g., classroom environment, materials, curricula, teacher-child interactions, parent-teacher involvement), which are already incorporated into our typical view of classroom quality (Phillipsen, et al., 1997). Additionally, it highlights the role of the family, another realm of a child's microsystem, as the family both influences and is influenced by the school setting. A center's ability to integrate a child's family background and respond to family needs also ultimately has an influence on the developmental competencies of a child.

The developmental competencies that Shivers and Sanders (2011) define as essential for children's success beyond early childhood are not limited to academic skills. ECE settings can also foster children's development of socio-emotional capabilities, such as self-regulation and self-efficacy, as well as an internal working model regarding their identity and the identity of their peers and teachers, group referencing, respect for diversity, and empathy. The degree to which children are exposed to early learning environments that have the capacity to foster these competencies in addition to what are considered more traditional education outcomes, can help prepare children for school, life, and contribution to civil society. Additionally, the benefits of this education can extend beyond children of ethnic minority backgrounds. Promoting respect for diversity and fostering empathy for others in young children of all ethnic and racial backgrounds

should theoretically promote positive relationships amongst youth of all backgrounds, reducing the historical legacy of inequality in future generations.

**Defining culture.** Before continuing with the discussion of the inclusion of issues surrounding culture into the present conceptualization of classroom quality, it is first important to address the definition of culture that is used throughout the current study. Developing culturally relevant definitions to use in conjunction with an evolving definition of quality in ECE will allow for more clarification in the field, especially when attempting to bridge the gaps between research, policy, and practice. For the purpose of this study, we define culture as “a shared system of meaning, which includes values, beliefs, and assumptions expressed through a definite pattern of language, behavior, customs, attitudes and practices in daily interactions of individuals within a group” (Christensen, Emde, & Fleming, 2004, pg. 5). Also inherent in the definition of culture is its influence on one’s identity and the ways people define themselves in relation to the groups to which they belong (Schwartz, Zamboanga, Weisskrich, & Wang, 2010). Although this is a broad definition, the present study will focus on culture that is derived from and related to membership in, interaction with, and identification with racial and ethnic groups. Although culture is much more dynamic than race due to the multiplicity of influences, race is an important dimension of culture and can influence a person or group’s experience with materials and other people in a classroom (Milner, 2010).

**Multicultural education.** In the present study, I explore various pedagogies that utilize the above theoretical frameworks and definitions in their work with children. These educational approaches intentionally situate themselves within larger systems of culture, race, and ethnicity, and address the unique ways that they may influence child



outcomes. Multicultural education is an overarching framework to describe these approaches that is inclusive of a variety of more specific frameworks and curricula, including the focus of this study, Anti-Bias Education. In general, multicultural education is a reform movement that is grounded in the assumption that public education should foster the intellectual and personal development of all students to their highest potential. Its goal is to change educational institutions so that all students, no matter their identity (e.g., gender, race, disability, class, family structure, etc.) have equal opportunity to succeed academically and participate in a free and democratic society (Banks & Banks, 1997; Bennett, 1999). The components of multicultural education programs have been divided into multiple dimensions (Banks, 1993). The first, content integration, refers to the use of examples, data, and information from a variety of cultures and groups to illustrate key concepts and theories in a particular subject. Knowledge construction teaches an understanding of how knowledge is created and influenced by the racial, ethnic, and social-class positions of individuals and groups. Third, prejudice reduction describes how children develop racial attitudes and biases and how these can be altered to form more democratic values. Equity pedagogy refers to teaching approaches that specifically facilitate the academic achievement of typically under-performing group through diverse techniques and methods. Lastly, forming an empowering school culture requires restructuring the culture and organization of the school in order to promote educational equality and cultural empowerment (Banks, 1993).

There are some critiques of the typical ways in which multicultural education is implemented. Nasir and Hand (2006) argue that typical approaches to multicultural education programs are too specific to particular racial groups, and have lost sight of

addressing the larger macrosystems of power and social structure that can combat inequity. Ramsey (1982) provides four suggestions for the implementation of multicultural education that are derived from what she perceives to be common misconceptions. First, she suggests that that multicultural education should not focus on providing children with information (e.g., geography, history) regarding exotic countries and cultures for which children have no context. Secondly, she advises that multicultural education is not only relevant for children of marginalized backgrounds, but should promote positive relationships amongst all students. Third, multicultural education should not be a standardized curriculum or set of goals, but instead needs to be responsive to the backgrounds and identities of the children in the classroom. Lastly, multicultural education should be seen a shift in perception and paradigm of a teacher, as opposed to an add-on curriculum; it should be integrated into the classroom goals in the same manner that teachers address socio-emotional skills and cognitive abilities.

### **Anti-Bias Education.**

*Goals and description of Anti-Bias Education.* Louise-Derman Sparks' *Anti-Bias Education* (ABE), developed for preschool-aged children, is a specific approach to multicultural education that incorporates an understanding of the development of children's identity, self-esteem, and attitudes regarding differences into instruction that celebrates diversity and counteracts bias, prejudice, and stereotyping (Derman-Sparks, 2004). ABE is considered a subcomponent of multicultural education, and its goals include the developmental outcomes outlined in the Shivers and Sanders (2009) theoretical model. ABE addresses some of the above limitations of general multicultural education. First, it specifically addresses breaking down larger systems of power and

inequality, which inherently involves educating racial majority, as well as minority groups. ABE was developed to include explicit lessons regarding bias and prejudice in response to the critique that typical approaches to multicultural care present culture in a superficial light and reduce culture to a celebration of artifacts without deeply examining systematic issues regarding identity and discrimination (Derman-Sparks & Edwards, 2010; Derman-Sparks et al., 1989). Additionally, it is not meant as a supplemental curriculum, but a framework that pervades throughout the entire classroom. ABE is not a “tool box” of lesson plans, materials, and activities that teachers can use for an isolated lesson; in contrast, ABE is an underlying perspective that encompasses all aspects of early childhood teachings (Derman-Sparks & Edwards, 2010).

The ABE guidelines are driven by the understanding that children, despite popular adult opinion that they are “color-blind” and are not implicated in the racial dynamics of society (Katz, 2003; Kelly & Brooks, 2009; Park, 2011), begin to develop their own perceptions of race, ethnicity, gender, and disability and how their identity relates to these perceptions, at a very young age (Patterson & Bigler, 2006). Children’s racial awareness, manifested especially through in-group preferences and out-group biases have been found to emerge around age three (Aboud, 1988). Although cognitive developmental psychology suggests that these biases should dissipate around age seven as children develop concrete and formal operational thinking (Aboud, 1988), evidence shows that many discriminatory behaviors continue long after children reach this cognitive stage (Doyle & Aboud, 1995). In response to such evidence, multiple alternative theories regarding the mechanisms through which children develop and maintain racial biases have emerged (see Nesdale, 2001). There has been an increased focus on children’s lived

realities and the ways that they use the salience of their own identities, peer and adult interactions, and the physical materials and images in their environments to construct their own ideologies about racial identities (Park, 2011). These sociocultural theories propose that macro-level systems such as power, identity, and agency, work in conjunction with the micro-level tools experienced daily in the classroom to shape a child's perceptions regarding race as early as preschool.

ABE (Derman-Sparks et al., 2010; 1989) incorporates both the cognitive and sociocultural theories regarding children's racial awareness development described above and means to make race and other social identities a salient aspect of the classroom life, so as to promote equality amongst them. Since teachers are important socialization agents, they are able to influence student's attitudes even, and especially, at the preschool level through their curriculum, practices, and teaching beliefs (Cristol & Gimbert, 2008; Grant & Agosto, 2006). Instead of providing opportunities for children to develop negative stereotypes and prejudices through their interactions with peers, media, and other social institutions, this particular form of multicultural curriculum requires students to understand, accept, and celebrate their own identities and those of others (McCracken, 1993). Fundamental to this program is the concept that everyone shares a common humanity, which is far superior to the differences between individuals or groups (Neugebauer, 1992).

Derman-Sparks and colleague's (2010; 1989) model attempts to provide all students with the opportunities to confront and build resistance against prejudices that they may experience. According to Derman-Sparks, teachers and administrators who have adopted the ABE for use in their centers will cultivate a strong and proud self- and

group-identity in order to withstand the attacks of institutionalized racism in students of marginalized identities who are typically underrepresented in public education curricula the tools to develop, while children of more mainstream culture are also encouraged to develop a positive identity without feeling superior or ethnocentric. ABE does not attempt to hide differences between students; instead, it accepts that young children notice and make judgments regarding such differences and attempts to reframe these judgments into positive views regarding their own traits and those of others. This allows for children to build positive relationships with peers and adults of various social identities and feel empowered in their educational and social trajectories throughout their development. The four goals of Derman-Sparks' *ABC* are as follows:

1. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice or discriminatory actions. (Derman-Sparks & Edwards, 2010, pg. 4)

***Anti-Bias Education and ECE quality.*** The ABE guidelines present a theoretical framework to consider when assessing ECE quality, especially in light of the policy emphasis of providing high quality care to our nation's most at-risk students. As desired outcomes of high quality preschool expand to include socio-emotional development (i.e.

self-efficacy, self-esteem, positive group identity), finding new processes that foster these qualities in all students is important. Understanding the ways in which multicultural education, and more specifically, anti-bias education, are reflective of classroom quality will allow educators and policy-makers to build a system that is responsive to all of the students, families, and communities it serves and enhance our awareness about what it takes to prepare all children to succeed in school (Bruner et al., 2009).

Although proponents of anti-bias education espouse that these practices should improve children's developmental functioning, especially for students most at-risk, there is little scientific evidence to affect legislation, which currently focuses on bringing about traditional indicators of academic success. Empirical evaluations are critical in order to assess the perspectives and practices of educators and translate findings to policymakers, researchers, and other practitioners (Tseng, 2012). Currently, however, no valid measure exists with which to extensively integrate the concerns of ABE into ECE quality; therefore, there is no way of identifying indicators that are linked to children's quality day-to-day experiences and how these indicators of quality are associated with child outcomes.

The scant research that has been conducted on the intersection between anti-bias education and process indicators of classroom quality relies on assessing the presence of multicultural materials in the room, which is only one small aspect of Shivers and Sanders' (2011) theoretical model. For example, the ECERS-E mentioned previously (Sylva et al., 2003) only considers whether or not children's attention is drawn specifically to classroom materials that show ethnic minority people in non-stereotypical roles and familiar situations. Similarly, three checklist measures, developed specifically

using the framework of Derman-Sparks' ABE (2010; 1989), document characteristics in the visual environment, such as books, dramatic play, language, music, art, and manipulatives that were sensitive to individual differences in race, ethnicity, and cultural practices (Shivers & Sanders, 2011; Peisner-Feinberg, Howes, & Jarvis-McMillan, 2004). Although these measures demonstrate progress toward including anti-bias curriculum concerns in early childcare settings, they fail to capture the quality of usage of these classroom materials or the interactions students might have with one another or with teachers directly regarding race, bias, and prejudice.

Some additional measures that address a wider gamut of the ABE goals and Shivers and Sanders (2011) framework were used in pilot studies, but were never fully tested or validated. First, the Anti-Bias Curriculum Measure-4 (ABCM-4; Ritchie, Howes, & Shivers, 2000) is an observational measure similar to the ECERS-R and ECERS-E (Harms et al., 1998; Sylva et al., 2003) as it asks observers to rate a center from 1 (*inadequate*) to 7 (*excellent*). There are five dimensions (i.e., visuals, materials, activities, interactions, and redefining normality) that are measured for each of six subscales (race, home language and culture, gender, alternative families, disability, age). The observer is required to have considerable familiarity with the program under study (Shivers & Sanders, 2011).

Alternatively, Chen, Nimmo, and Fraser (2009) developed a teacher self-report measure that addresses all aspects of anti-bias planning and implementation including raising self-awareness, the physical environment, the pedagogical environment, and relationships with families and communities. However, no information about the use, validation, or reliability of this measure has been published and it was described as more

of a reflection tool for teachers as opposed to a true means of measuring the quality of anti-bias care in relation to classroom quality.

Finally, the Quality Benchmark for Cultural Competence Project (QBCCP) developed by the NAEYC, is meant to determine ways to integrate the key elements of cultural competence within statewide standards of quality. Although this tool goes into great depth regarding the ways that program policies, curricula, materials, family partnerships, staff training, instructional strategies, and teacher's awareness and beliefs can reinforce a program's cultural competence, it does not directly address the issues of proactively addressing biases in the classroom that are regarded as essential to ABE and is meant more as a tool for program discussion and implementation as opposed to research and evaluation (Shivers & Sanders, 2011).

### **The Present Study**

Given the dearth of existing measures that can adequately evaluate the principals of anti-bias education in a framework of ECE quality, there is much work to be done especially with the increased attention given to investments in ECE. Therefore, the goal of the present study was to develop a measure to evaluate anti-bias education that is related to elements of classroom quality. The strategy was to base this measure on a) the goals of the ABE guidelines as laid out by Louise Derman-Sparks and colleagues (2010; 1989), b) the ideas of educators in diverse ECE settings who purport to utilize the ABE principals, and c) the feasibility of implementing the instrument in research and practice settings. Although the ABE guidelines provide a helpful introductory framework to guide measurement development, they are more theoretical in nature and may not reflect the practices in more mainstream classrooms, as opposed to those in programs deliberately



set up by her and her colleagues. The integration of practices from other educators as well as an understanding of the feasibility of measure implementation grounded my measure in both theory- and data-driven approaches, while thinking toward implications for practice and policy. Additionally, although the anti-bias education framework includes guidelines for practices that address a variety of aspects of identity, including gender, religion, disability, language, and age, I aimed to focus my measure on culture, as defined above. This allowed me to concentrate data collection on the issues that most directly relate to the achievement of ethnic minority students and should ease feasibility of measure implementation.

This investigation has the potential to make significant contributions to the fields of both ECE classroom quality and anti-bias education. Whereas the study of classroom quality inquiry has been dominated by researchers, policy makers, and administrators attempting to find links between quality indicators and child outcomes, the anti-bias education movement has been guided mainly by educators who hope to increase practices that reduce bias. Although both initiatives hope to improve the well-being of young students, not enough work has been done to integrate the concerns of the curriculum developers and the ECE quality evaluators to enact this vision. This study attempted to begin to bridge that gap, by developing a measure of classroom quality that identifies the core qualities of anti-bias education. This study sought to identify indicators of quality that are lacking in current measurements and provided a means to test associations between anti-bias education quality and child outcomes. The scope of this project was to develop the measure based on qualitative observations and discussions with ECE teachers and administrators, and establish face validity of the measure with experts in the fields of

social justice, education, and child development. Piloting the measure to establish more robust construct validity and reliability will occur in the next phase of the study, and is not within the scope of the present research.

## **Methods**

### **Developing the ABE Quality Measure Overview**

**Conceptual framework and domains.** Before specific items are developed for a measure, it is necessary to define the main construct under study and delineate domains that explicate the construct (Viswanathan, 2005). For the present study, the ABE framework provided by Louise Derman-Sparks and colleagues (2010; 1989) suggested both construct definitions and domains that were used as a starting point for measurement development. Derman-Sparks et al., (1989) provide the following definition of anti-bias:

an active/activist approach to challenging prejudice, stereotyping, bias and the ‘isms’ [e.g., racism, sexism, ageism, classism]... where individuals actively intervene and counter the personal and institutional behaviors that perpetuate oppression (pg. 3).

Extending this definition of anti-bias to an educational context, we delineated ABE as the creation of a learning environment, through classroom materials, activities, curriculum and interactions, that increases children’s capacity to a) counteract the biases and prejudices they experience that promote stereotyping and discrimination and b) build positive concepts regarding themselves and diverse others. This definition guided item development by helping us determine what does and does not fall within the realm of ABE, therefore leading to decisions regarding item inclusion/exclusion.

Our initial measurement domains were from two sources. First, Derman-Sparks and colleagues (2010; 1989) recommended practices in three broad categories to create an anti-bias environment. These are: (1) Visual/Aesthetic Environment (i.e., physical items displayed in the classroom), (2) Toys and Materials (i.e., manipulatives with which children can directly interact), and (3) Interactions (i.e., an adult’s direct communication with a specific child or group of children, usually in response to child behavior; could also include parent-teacher interactions). We also derived two additional domains from the theoretical framework provided by Shivers and Sanders (2011): Classroom Activities (i.e., activities designed for full-class or small-group instruction or play) and Organizational Climate (i.e., program-wide and administrator-driven (i.e., top down) goals, norms, rules, activities, and support structures that infiltrate throughout the entire center as opposed to individual classrooms). Therefore, five domains - Visual/Aesthetic Environment, Toys and Materials, Interactions, Activities, and Organizational Climate – were initially used to guide the way that items were categorized within the measure. Visual/Aesthetic Environment, Toys & Materials, and Organizational Climate represent indicators of structural quality, whereas Interactions and Activities reflect process quality.

**Steps for devising the ABE Quality Measure.** Developing the ABE Quality Measure included three phases: (1) Qualitative Data Collection, (2) Item Development, and (3) Expert Review. These steps were adapted to fit the needs of the present investigation from previous examples of observational measurement development projects (e.g., Soukakou, 2012) and theoretical guides to scale construction in research (Spector, 1992; Yoder & Symons, 2010). Figure 1 provides an outline of the data analysis process, and is organized into four columns that represent four stages: Primary Coding,

Secondary Coding, Item Development, and Expert Review. Once the process was completed for each stage, we moved onto the stage in the next column to the right. Feedback loops are included to describe codebook adaptation processes until adequate alphas were achieved across reviewers.

***Qualitative Data Collection.*** The purpose of this phase was to explore the concept of ABE with teachers and administrators who purport to implement ABE practices in their daily work in ECE programs. Although the domains of the ABE quality measure can be conceptualized through the framework provided by Louise Derman-Sparks and colleagues (2010; 1989) and Shivers and Sanders (2011), it was important to consult with childhood staff and professionals in order to operationalize these domains. ECE teachers and administrators have the expertise to inform researchers regarding the ways in which they implement ABE through their classroom materials, activities and curriculum, and interactions with their students. In order to gain these expert perspectives, I conducted nonparticipant observations and interviews with ECE providers at local centers that were nominated as exemplar providers of ABE.

***Item development.*** After conducting the interviews and observations, I used the data collected to break our original domains of ABE quality into dimensions for the measure. These dimensions consist of indicators with specific rating criteria that can be used to detect variability and differentiation between high and low ABE quality and in order to establish reliability across coders. In order to develop the dimensions, data from the interviews and field notes from the observations were coded using both theory-driven codes of the established ABE domains and data-driven codes of any additional domains that arose as well as specific behaviors that fall within the established domains.

Additional dimensions or indicators were generated using the theory provided by the ABE framework (Derman Sparks et al., 2010; 1989) if any major concepts from the ABE guidelines were not observed or mentioned during the exploratory research phase.

***Expert review.*** After the construction of the initial dimensions, experts were consulted to provide feedback to guide revisions of the measure and prepare it for pilot testing. The expert review addresses the limitation that our exploratory data is being collected in one geographical location and may be subject to idiosyncrasies of the local population and ECE context.

## **Procedures and Participants**

### **Exploratory research**

***Recruitment.*** Recruitment was conducted originally via the Valley of the Sun, Arizona Association for the Education of Young Children, and Arizona Child Care Resource and Referral (VSAEYC; AZAEYC; CCR&R) listservs. An electronic questionnaire asked ECE professionals to rate themselves on how much they are aware of, interested in, and implement various aspects of anti-bias curriculum, ultimately allowing the research team to use external criterion to indicate the prevalence of anti-bias education practices in the Valley. Throughout the recruitment process, however, it became clear that the prevalence of ABE in Arizona was scarcer than expected; therefore, we adapted some of our screening criteria and recruitment procedures to include more general terminology, such as “multicultural education,” and “a focus of difference and diversity,” as opposed to strict use of “anti-bias.”

We received completed questionnaires from 98 respondents. Respondents from non-profit centers (i.e., not corporate, Head Start, or faith based centers) who indicated

that they implemented multicultural education principals on a regular basis in their centers were screened for participation in the study. The criteria for screening included respondents answering “Often” or “All of the time” to at least two of the following questions: “Currently how much is culture, diversity, or race a direct and intentional focus in your classroom?,” “Currently how much is culture, diversity or race addressed with co-workers and administrators?,” and “Currently how much is culture, diversity, or race discussed with families a your program?”. There were only eleven respondents from ten centers who met this criteria, and one of those respondents indicated that she was unwilling to be contacted for participation in additional studies. After screening websites, contacting directors, and soliciting information regarding the remaining nine center’s curricula and programming from local ECE experts, only one center was recruited into the study as a result of the survey.

Given the dearth of participants recruited from the community scan, we turned to nominations from community members that were well connected to local ECE programs (e.g., consultants, trainers, organizers, agency directors) for additional recommendations of centers who demonstrated intentionality regarding race, diversity, ethnicity, and culture in their practices and policies. Through these nominations, we were able to recruit four additional centers for the study.

Our final sample of five centers represented a diverse group of programs throughout Arizona. Four were located within the Phoenix metro area and one was located in Tucson. All but one was accredited through NAEYC. See Table 1 for complete profiles of each center, compiled from administrator reports, highlighting the diversity of child, teacher, and staff demographics within our sample.

***Procedure.*** Participating administrators were asked to consent to a one-hour interview regarding how the goals of their center reflect the ABE framework or other multicultural education practices, and complete a short demographic survey regarding the population of the students and staff at their center and other notable characteristics (e.g., type of center, location, accreditation status). Administrators were also asked to recommend two classrooms in their center whose teachers best reflect these goals and practices. Once teachers were recruited, they consented to a semi-structured group interview regarding their ABE-related classroom practices and one three-hour naturalistic observation in their classroom, which began when the center opened during parent drop-off. One observation was conducted in each of the participating teachers' classrooms, during which a researcher took field notes on the physical and social environment, daily activities, and interactions between students and their peers and teachers as they relate to the demonstration of ABE guidelines (See Appendix A). We conducted the administrator interviews first, in order to get an overview of the school and build rapport with the administrator before spending an extensive amount of time in their classrooms. Then, the classroom observations were conducted before the teacher interview, so our conversations did not bias the educators' performance or behavior in their classroom before the observation. Administrators received \$75 worth of anti-bias education materials donated from Lakeshore Learning and teachers received \$20 cash as compensation for their time.

The interviews investigated our five theory-driven domains, and allowed for the emergence of any additional data-driven domains (see Appendix B for interview protocol). To this end, the sessions began with broader questions that allowed participants

to brainstorm any ABE-related goals or strategies they use in their classrooms or centers. Then, we probed for any information related to the five *a priori identified* domains, if they were not previously mentioned. We also asked teachers to describe specific behaviors they implement within each domain. The interviews were audio recorded and transcribed for coding purposes.

### **Data Analytic Procedures**

The ten interview transcripts (administrator and teacher interviews from each of the five centers) were imported into and coded with Dedoose, an online software package for analyzing qualitative and mixed methods research. The coding team consisted of a graduate student serving as the primary investigator and two undergraduate research assistants. An *a priori* codebook was developed for the five theory-driven domains, and the research team used thematic analysis to code transcripts according to each of the five domains (i.e., visual/aesthetic environment, toys and materials, interactions, activities, organizational climate). Our coding protocol followed DeCuir-Gunby, Marshall, & McCulloch's (2011) system by coding at the "level of meaning," where each code could include any number of lines, sentences, or paragraphs as long as the unit conveys meaning separate from the context of the full interview. It was possible to have multiple codes per excerpt or excerpts coded within excerpts, as long as the content of each excerpt could stand alone without additional context needed.

As outlined in the first column of Figure 1, team members completed systematic training by learning the definition of each code and practicing coding in Dedoose on two of the transcripts (one teacher and one administrator interview from different centers) until they reached adequate inter-rater reliability (kappas >.80). Cohen's (1960) kappa



statistic, a widely used and respected measure to evaluate inter-rater agreement, was calculated for each code, and a pooled kappa reported to summarize rater agreement across many codes (Vries, Elliott, Kanouse, & Teleki, 2008). Landis and Koch (1977) suggest that kappa values  $<.20$  represent poor agreement,  $.21-.40$  = fair agreement,  $.41-.60$  = moderate agreement,  $.61-.80$  = good agreement, and  $.81-1.00$  = very good agreement. Using these standards, the codebook was modified and coders rated the same excerpts independently until the pooled kappa and at least 80% of the individual code kappas were above a  $.80$ . Due to the small number of transcripts, two team members double coded all of the transcripts in order to ensure inter-rater reliability throughout the coding process. The team kept a code manual that was continually updated as themes were revised (Appendix C; DeCuir-Gunby, Marshall, & McCulloch, 2011).

After the transcripts were coded for the primary codes, the research team recoded material and identified sub-themes within each primary code to act as the secondary and tertiary codes. In this sense, primary codes encompassed secondary codes and secondary codes encompassed tertiary codes. For example, Activities, one of the five theory-driven domains, served as a primary code, and secondary codes included different types of activities, such as holiday, family involvement, and group-building activities. In some cases, more specificity was needed beyond the secondary codes, so tertiary codes were also developed and coded. For example, within the Toys and Materials domain, we found that teachers and administrators were discussing not only the toys/materials themselves, but also the purpose of each toy/material, and each toy/material's use within the classroom. Therefore, we had three secondary codes: Item/Material, Purpose, and Use. Our tertiary codes included the various types of items (e.g., books, art materials,

clothing), purposes (i.e., culture, gender, identity), and uses within the classroom (i.e., environmental, curricular). The secondary and tertiary codes were entirely data-driven.

As shown in the second column of Figure 1, two members of the research team independently read through each of the excerpts that was coded with a particular primary code and identified recurring distinct themes. The two members then came to consensus on a set of secondary codes. We decided on codes that were broader in scope rather than more specific; our final codes captured all of the themes that we had noted, and reduced these themes into fewer categories, so that each of the final secondary codes would be likely to be used several times throughout the interview. After the final secondary codes were decided, we added the codes and their definitions to the codebook, and used the new codebook to re-code the text, until adequate inter-reliability was reached ( $kappas > .80$ ; see appendix C for final codebook).

The field notes from the classroom observations were examined to see if any additional themes emerged that had not been captured by the focus group transcripts. Given that there were no additional themes, the field notes were analyzed for the presence of the codes derived from the transcripts. The notes categorized under each code were integrated with transcript excerpts that shared the same codes for the purposes of item development.

### **Item Development Strategy**

Once data were collected and coded to criterion, I began item construction for the ABE Quality Measure (see Figure 1, column 3). As mentioned earlier, primary codes served as domains, and the secondary codes were developed into dimensions. When applicable, tertiary codes were used as examples for dimensions. The dimensions were

developed to be rated on a 5-point scale ranging from low to high quality. A score of 1, 3, or 5 represents a program that demonstrates low, mid, or high degree of presence of the indicator, respectively. A score of 2 or 4 can be obtained if a program demonstrates a mixture of low and mid-range quality or mid-range and high quality on the behavioral indicators, respectively. This approach to developing a scoring system was adapted from the CLASS (LaParo & Pianta, 2003) and has been used to reliably train both researchers and practitioners as coders. Descriptive anchors of low (1), mid (3), and high (5) degree of quality on are provided so future observational coders can delineate between the scores when using the measure. Anchors were developed using examples from the data whenever possible. We derived anchors from theory whenever examples of a certain level of quality were not present in our data (see Figure 1, column 3).

### **Expert Review**

Two experts from within the fields of child development, education, and social change who have experience with ABE or multicultural education research were asked to serve as reviewers. The first reviewer was an Associate Professor of Education and Child Development, whose expertise is in racial and ethnic socialization processes of child care. The second reviewer was a Professor of Justice and Social Inquiry, whose expertise is in children's rights and social justice and social policy. The reviewers were asked to provide specific feedback through comments and track changes, as well as answer general questions regarding the strengths and weaknesses of the measure and its potential for implementation. A form was provided to standardize the feedback across reviewers (see Appendix D). The expert reviewers' comments were integrated into a revision and final first draft of the measure. In-text feedback was used directly to edit specific items,

whereas overarching comments were used to adjust framing throughout the rubric (see Figure 1, Column 4)

## Results

Coding revealed the presence of the five *a priori* themes across the majority of focus groups and field notes (see Table 2). Additional themes were not necessary to capture the content of the interviews or observations. However, data did reveal that it was necessary to expand beyond racial and ethnic components of anti-bias education, as teachers and administrators discussed issues regarding gender, religion, disability, and age. Therefore, these components were integrated into the measure as necessary.

All of the five domains were mentioned in each of the 10 transcripts, except Visual/Aesthetic Environment, which was mentioned in 7 of the 10. Similarly, all of the domains were observed in all five of the centers' classrooms, except Organizational Climate, which was observed in three of the five. All of the secondary and tertiary codes were mentioned in at least half of the focus groups, with the exception of Other/General under Activities and Instructional under Visual/Aesthetic Environment. However, both of these codes were observed in at least half of the classrooms, so they warranted inclusion into the final codebook. In contrast, a tertiary code, Music, which originally fell under Item/Material within the Toys & Materials domain, was only present in one of the transcripts and one of the field notes, so it was not included as a final code. Overall, the data demonstrated that the codes were observed frequently (see Table 3), and were well-represented from a variety of data sources at a variety of centers (see Table 2). This increased our confidence that the phenomena we were recording were not isolated to a single context or environment.

Ultimately, the end goal of this research was to create a measure of anti-bias education classroom quality that can be used to link quality to child outcomes. A flow chart reflecting the data analysis process was developed post data-collection and is presented in Figure 1. Because item development was an iterative process that was conducted independently for each of the five domains, I will outline this process for one of the domains, Toys & Materials, as an example, using the process outlined in Figure 2. Because there is too much raw data to present this process for all five domains, this outline will serve as an illustration of the process that was used to create the items across all of the domains.

First, I created the codebook for Toys & Materials, utilizing quotes from one of the transcripts to help train the two undergraduate coders (See Appendix C). After the first reliability test, the pooled kappas across all domains were poor ( $\kappa < .50$ ), but the specific kappa for the Toys and Materials code was high ( $\kappa > .80$ ), so adapting the Toys and Materials section of the codebook was not necessary. Once we reached an adequate pooled kappa and double-coded each of the transcripts, one of the undergraduate coders and I independently reviewed all the excerpts that were coded under the Toys & Materials and recorded memos that we felt captured the various sub-themes that emerged throughout the excerpts. My subthemes focused on the types of toys and materials in the classroom, distinguishing between the various items that children might have available to interact with, whereas the second coder had focused her memos more on the purpose that the items were serving in the classroom and how they were presented to and being used by children. When we reviewed the codes together, it was clear that all of these aspects were integral to the information we received in the focus groups; therefore, although this

was the only domain with tertiary codes, they seemed essential in capturing the nuance reflected within this domain. In sum, we came to consensus on three secondary codes (Item/Material, Purpose, Use), and a number of tertiary codes within these. These tertiary codes were specific enough to delineate between distinct concepts, but broad enough to be applied frequently throughout our transcripts.

Once we decided on the codes, we had to recode the excerpts in order to assign them secondary and tertiary codes. After we initially coded all of the excerpts within the Toys & Materials domain independently, our inter-rater reliability was inadequate ( $\kappa = .73$ ). After reviewing the codes and adapting the codebook for clarity, we recoded and took a second inter-rater reliability test, which revealed adequate reliability ( $\kappa = .99$ ). I then reviewed the field notes and categorized my observations according the codes we had developed. Table 4 outlines the final codes and example excerpts of the secondary and tertiary codes within the Toys & Materials domain.

After the Toys & Materials coding process was complete, I compiled the excerpts and field notes that fell within each secondary code to create indicators of my dimensions. Within the Item/Material secondary code, excerpts represented the variety of toys and materials that were available in the classrooms. A high quality center would have a variety of anti-bias materials available for children, as opposed to just dolls, books, food, or art materials. Therefore, my high quality indicator referred to the amount of different types of materials that were available in the classroom. Next, I addressed the Purpose secondary code, which captured the different aspects of anti-bias education that might be present within the classroom. In my data, these aspects included gender, identity, and culture. Similarly to the Item/Material dimension, I delineated high quality

classrooms as those that had items that addressed various facets of anti-bias. For example, if a classroom only had items that allowed children to explore gender diversity and biases but not racial biases, this center would not be rated as a high quality center. Finally, the Use dimension addressed the availability and accessibility of the toys and materials within the classroom. High quality is reflected when items were incorporated into the classroom environment and activities in a variety of ways, including child free play and lessons and curriculum.

The following excerpt from one of the teacher focus groups demonstrates a classroom in which there were a variety of toys and materials that addressed a variety of anti-bias principles, and that were readily accessible in the environment:

And I think I think just the things we have in the classroom and just encouraging them to follow their interests is a big thing and so like we put things in place and classroom environment is huge, you know, so that they're able to maneuver and do things themselves so that they can discover and explore things on their own and of course we'll be there to facilitate and support but like whatever it is that they're interested in like we have babies to take care of and, you know, and to feed and to put to bed 'cause we have baby beds and we have high chairs and then we have like in the dramatic play area we'll have like nurse costumes doctor costumes you know community helper costumers, we'll have cooks we'll have so it's a variety and these people can be male or female they can be old or young they can, you know, they can be anything.

In this classroom, the teacher described dolls (manipulatives) and clothing that allow children to explore gender, age, and community roles, which were both intentionally placed within the classroom space by the teacher and were accessible for all children to engage with during self-directed play. I expect that a classroom matching this description would score high on Toys & Materials.

After developing the items based on these three secondary codes, I reviewed them for clarity. It became apparent that it was too difficult to distinguish between the

Item/Materials and Purpose items, because it is often hard to separate the types of items from the facets of anti-bias that they are able to address. For example, the presence of multiracial baby dolls is inherently linked to race and ethnicity, the presence of bilingual books and multicultural food objects are inherently linked to culture, and the presence of dramatic play clothes that are accessible to all students is inherently linked to gender, especially in my data. Therefore, it seemed reasonable to combine these two items into a single item that captured both the variety of toys and the range of anti-bias principles that they addressed. I ended up with two items within this domain: 1) Availability of a variety of toys and materials that engage with a range of identities and anti-bias principles and 2) Ability for children to engage with toys and materials in a variety of ways.

Because Toys and Materials are clearly observable in a classroom within a reasonable time frame (observed in 100% of classrooms), it was not necessary to create any self-report scales to supplement the rubric. It was necessary to develop self-report scales for the Interactions, Activities, and Organizational Climate domains. The organizational climate domain refers to policies and programs that would be more implicit to the program's operations, as opposed to practices that would occur in an everyday classroom. Additionally, some of the interactions and activities dimensions referred to specific events and instances that might not occur over the course of an observational period, such as reactions to children's questions or behaviors. In order to address the limitations of a strictly observational measure, I developed self-report items that could be used to triangulate the constructs under study. I developed a self-report questionnaire for administrators to complete regarding the organizational climate of their center, a self-report questionnaire for teachers to complete regarding how often they



conduct activities related to anti-bias education, and a list of vignettes for teachers to describe how they might react in particular interactions with children, parents, and other staff members. I also plan to conduct a document review of a program's handbooks, written policies, and training plans and code them according to the organizational climate rubric, in order to get an additional objective measure of this domain.

Once these supplemental items were created, the entire rubric and self-report items were sent to the two expert reviewers. I did not receive any specific edits or overarching questions regarding the Toys and Materials domain specifically, so my two items remained unchanged after the expert review process.

In general, the reviewer feedback was positive, referencing the importance of the work, and the comprehensiveness of the measure. Overall, Reviewer 1's feedback focused on the cultural sensitivity of the measure, questioning the generalizability of the measure beyond mainstream, NAEYC-accredited programs. Reviewer 2's feedback focused on the implementation of the measure, expressing concerns regarding the CLASS and ECERS, on which this measure is based. Both reviewers discussed the challenges of addressing multiple aspects of human diversity, and whether it is better to focus in-depth on issues of race, ethnicity, and culture, or address issues like disability, gender, and class/income as well.

In terms of content, both reviewers thought that dimensions that focused directly on the teacher-child interaction and relationship would be best related to other measures of classroom quality and child outcomes. Reviewer 2 also indicated that staff training and supervision, visual/aesthetic environment, toys and materials, and family involvement would be related to classroom quality and child outcomes. Reviewer 1 indicated that

these relations would also be found with regard to teachers' instructional quality and responsiveness to students' unique and diverse qualities. I asked reviewers to choose the 10 (of 17) activities and 6 (of 11) vignettes that they believed were most important for an anti-bias framework. Both reviewers chose Activities 1, 2, 3, 4, 5, 9, 10, and 17, whereas only one of the two reviewers selected Activities 7, 11, 12, 13, and 16. No reviewers selected Activities 6, 8, 14, or 15. Both reviewers chose Vignettes 5, 6 and 9, whereas only one of the reviewers chose Vignettes 1, 2, 4, 7, and 8. No reviewers selected Vignettes 3, 10, or 11. Reviewer 2 suggested adding an additional vignette regarding the perception that Native Americans only live in the past, as she had witnessed an interaction where one child told another child that Indians lived when dinosaurs did. Because there was no clear consensus on which items to keep or remove, I will retain all of the items for the piloting of the measure, and pare down if necessary once the quantitative data are collected. Additionally, Reviewer 1 provided specific feedback in the text, which was incorporated into edits on the final draft.

With regard to implementation, both reviewers expressed that a two-hour observation time might be too short, given that the times of interactions and activities I am measuring are difficult to see. Both reviewers suggested conducting the observations over a longer period of time for more valid results, and Reviewer 2 additionally suggested adding a pre-observation session with teachers so the evaluations are not isolated or decontextualized. Finally, Reviewer 2 suggested adding to the descriptions of the low and mid quality indicators, because the high quality descriptions were more nuanced and detailed. I added additional description to the low and mid quality indicators, where appropriate and possible. The comments and suggestions from both

reviewers were incorporated into a final first draft of the anti-bias classroom quality measure (see Appendix E).

### **Discussion**

The goal of the present study was to develop a measure that can be used to evaluate early childhood education classroom quality with regard to anti-bias education principles and practices. The development of this measure was meant to serve as the first step in advancing the investigation of the effectiveness of anti-bias education on student achievement and development, and the relation between anti-bias education practices and other widely used measures of classroom quality. As aligned with the original goals of the study, I have developed a measure that has integrated the theoretical underpinnings of anti-bias education with the practices and ideas of early childhood educators, while also considering the feasibility of implementation. The measure has also undergone the process of obtaining face validity, as it has been reviewed by a number of experts in the field. The data collection and item development process achieved the goals of the study, and the measure is ready for initial field piloting to work toward establishing construct validity and reliability.

#### **Modifications of theory based on grounded data collection**

Although the goals of the study were met, adaptations of the initial theoretical framework were necessary in order to accurately represent the data that was collected through the observations and focus groups. This included incorporating additional practices that extended beyond the scope of anti-bias education and issues regarding racial and ethnic components of culture.

**Expanded definition of anti-bias.** The goals of the present study and measurement development process intentionally required the integration of theory and data collected from participants. As opposed to developing a measure that relied solely on the theoretical framework developed in Derman-Sparks' (1989; 2010) manuals for anti-bias education and curriculum, and Shivers & Sanders (2009) model, I sought an understanding of the anti-bias practices in typical early childhood education classrooms. I chose centers that were nominated as being intentional in their practices regarding culture, race, ethnicity, and diversity, but they did not have to be following the Derman-Sparks framework necessarily, and anti-bias education did not need to be their primary goal. I was interested in educators' own perceptions and adaptations of anti-bias principles, and how they integrated these practices into their other academic and socio-emotional curriculum and goals. Throughout recruitment and data collection, it became apparent that administrators and teachers seemed to piece together knowledge from a variety of sources (e.g., various established curricula, previous experiences, recognized best practices, professional development trainings), to develop their own practices and policies. In this regard, even when teachers or administrators discussed their use of anti-bias practices, they rarely referenced Louise Derman-Sparks or the original sources of the anti-bias education principals.

Therefore, theory and data played distinct but complementary roles throughout my measurement development process. Theory drove the initial data collection framework, giving structure to the observation and focus group protocols. I began data collection with preconceived notions of the types and domains of practices that are important for anti-bias education classroom quality, but not necessarily the actual

practices themselves. Data collection and analysis revealed the actual practices which, in turn, became the items of measure. Examples of practices that were derived from the focus group and observation data were also used as indicators of the different levels of quality within each item. However, theory played a contributory role in determining how to delineate these examples into low, mid, or high quality, and if there were no data to represent a particular level of quality for an item, theory was used to inform the missing cell.

Although no additional domains were added to the theoretical framework through data collection, the nature of the data collection process and the fact that educators were integrating a variety of anti-bias and multicultural education techniques led to an expansion of the types of practices that were subsumed within each domain. In order to reflect the practices that were occurring in everyday classrooms, the current measure integrates anti-bias principles with principles of other multicultural education frameworks, to reflect the myriad of practices, philosophies, and pedagogies that educators are integrating into their daily learning environments. It is important to note, therefore, that this measure reflects a wider range of multicultural education practices than those explicitly outlined in the Anti-Bias Education books and manuals.

Because data collection revealed practices that extended beyond the scope of anti-bias education, it was important to find and use a framework that could help conceptualize and categorize the types of practices that I was observing and hearing about. Mac Naughton (2006) developed a continuum of schools of thought regarding diversity in education that is helpful to understand and categorize the different practices regarding culture, race, and diversity that one could experience in a particular center. On

one end of the continuum, the laissez-faire school is one where every student is treated in the same manner as the majority, dominant group with no concern for cultural differences. Secondly, the special provisions school provides separate facilities to teach students with special needs (e.g., learning disabilities, language barriers) how to succeed within the mainstream, without cross-exposure between groups. I did not observe or hear about any practices that fell within these two realms. However, I did find practices that were aligned with her other three categories: the cultural understandings (i.e., understanding similarities and differences as people), equal opportunities (i.e., removing factors in policy and practice that prevent all children from participating equally in ECE), and the anti-discrimination (i.e., actively challenging power relationship of inequity and injustice) schools of thought. Therefore, the measure included each of these three types of practices. When the data revealed examples of practices that were aligned with the theoretical definition of anti-bias, as defined by Derman-Sparks, these were clearly included as high-quality indicators. However, including examples of other types of intentional multicultural education practices, which can be conceptualized within the cultural understandings or equal opportunities schools of thought, presented more challenges. In some cases, these examples were reflected in the mid-level quality indicators, and I drew on theory to develop the high quality indicators that reflected the anti-discrimination/anti-bias school of thought. In other cases, cultural understandings or equal opportunities practices may be reflected in high quality indicators, if there was no additional theoretical anti-bias practice that fell within a particular item to draw on.

Due to the integration of various multicultural education practices that fall within three different schools of thought within Mac Naughton's framework even at the high-

quality level, this measure is not exclusively an anti-bias measure. Although no principles of anti-bias education are violated or excluded from the measure, the broader use of language and concepts regarding practices related to culture, race, and diversity, defines high quality in a slightly modified and expanded way than the original theory would suggest. In this sense, the grounded data-driven techniques utilized to develop this measure moderated the theory regarding anti-bias education.

**Expanded dimensions of anti-bias.** In addition to including broader concepts of multicultural education, my measure also extended somewhat beyond the realms of anti-bias education that I had proposed to include. Originally, I had planned to limit my measure to practices that addressed issues of culture that were directly related to membership in, interaction with, and identification with racial and ethnic groups. I included this restriction because of the direct relation between race and ethnicity and the achievement gap, and I was most interested in anti-bias education as it related to racially and ethnically marginalized groups. However, throughout data collection, it was impossible to avoid other dimensions of anti-bias education and the intersection between various aspects of identity, including gender, religion, and disability. This reflects the significance of intersectionality in understanding and exploring issues regarding identity and bias. Intersectionality refers to the multiple interconnected dimensions of social categorization and the relationships between such dimensions (McCall, 2005). On an individual level, these categories are inherently linked within a person to form a complex identity. Within society, intersectionality also dictates that systems of oppression and prejudice (e.g., racism, sexism, ableism, classism) are interconnected and cannot be examined independently from one another. When addressing bias directly in the

classroom, it will be difficult to separate the complex relationships between race, ethnicity, gender, class, and other aspects of students' and educators' identities (Connolly, 1998; Konstanoni, 2012). Therefore, although practices that directly addressed other aspects of anti-bias education were not the main focus of my data collection or measure, they ended up being integrated throughout relevant domains and items.

Of these, gender was most prominent, and spanned the greatest number of items. Gender biases and stereotypes often arose in discussions and observations of dramatic play activities and materials. For example, teachers reflected on male students who wore dresses or high heels, and girls who dressed up in suits and fire fighter outfits. There was also distinct mention of boys who loved playing with the baby dolls and the kitchen, and girls who were always found in the block area or playing with trucks and cars. The teachers were always supportive and encouraging of these behaviors, but they reported interactions with parents who were uncomfortable with their children acting in gender-atypical manners. In my observations, I also witnessed other students approaching classmates who were acting against typical gender norms and discouraging them from those behaviors. Given the prevalence of these gendered interactions and activities, and their related toys and materials, as well as the relevance of gender stereotypes to the anti-bias framework, it seemed essential to incorporate gender issues into the scope of my measure where appropriate. Special needs and disability are more implicitly woven in throughout some items, especially those about catering to and soliciting parent feedback regarding children's needs and having visual/aesthetical materials that reflect disability in society in a positive light. Religion is more closely tied to culture in a variety of ways,



but religion is explicitly mentioned with regard to the celebration of holidays within the classroom. Overall, however, this measure still represents anti-bias education quality most notably with regard to culture as it relates to race and ethnicity, and future research will be needed to further expand this measure to address other anti-bias principals.

### **Modifications to the measurement of quality**

In addition to adjusting the content of the measure and the definition of quality in order to reflect the data that was collected, the measurement of quality itself was adapted throughout the item development process. In order to measure both structural and process indicators of quality, it became apparent that I needed to develop a mixed methods measure that did not solely rely on observation. Frequencies of many of the secondary codes within the Activities, Interactions, and Organizational Climate domains were much lower in the observations than the focus groups, indicating that many of the items might not be observed on a regular basis, but could be reflected in an educator's own description of their practices and policies. The Toys & Materials and Visual/Aesthetic Environment items were easier to observe in real-time, especially as most teachers were accommodating in allowing me to quickly sweep the room to see what materials were present even if children were not actively using them.

It is interesting to note that Toys & Materials and Visual/Aesthetic Environment are both indicators of structural quality and also most closely reflect the other attempts to measure and evaluate diversity and multicultural education practices in early childhood education. For example, the ECERS-R focuses solely on the presence of books and images in the classroom, and the NAEYC accreditation standards primary check for a diversity of toys and materials in the learning environment. Relying solely on

observational techniques may have limited these measures in exploring process elements of quality, such as the interactions and activities that children are experiencing every day. Other measures of classroom quality, most notably the CLASS, have been able to robustly measure process quality through observation. However, the CLASS is a measure of overall general teaching behaviors and student-teacher relationships; the anti-bias interactions and activities I am attempting to measure occur less frequently.

Including both process and structural elements is particularly important in bridging the gap between research, practitioner, and policy makers, as individuals in each of these sectors place differential value of each of these aspects of quality. Researchers tend to put a larger emphasis on process quality, because these indicators have been shown to have a larger effect on child outcomes, whereas policy makers tend to focus on structural indicators, as they are more regulated and can be observed and tracked quickly and reliably by an outside observer. (Phillipsen, Burchinal, Howes, & Cryer, 1997; Scarr et al., 1994). Practitioners typically have to prioritize structural indicators in order to meet the policy regulation, and then can focus on improving other aspects of process quality. For example, it is easily stipulated to require centers to purchase certain anti-bias, diverse toys and materials or instructional posters to hang around the room. However, it is the interactions around those materials and the activities designed to use those materials that a) may have the largest impact on children's development, and b) are harder to measure and to regulate. Because of their potential impact on children's learning and socio-emotional competence, it is essential to find a way to measure process indicators of quality; this led me to the creation of the self-report items that can be used in conjunction with the observational rubric.

Because my measure includes both structural and process indicators, it will be possible to explore how elements of process and structural quality are related to one another and to child outcomes. We can understand whether the more process quality domains (i.e., interactions, activities) or the structural quality domains (i.e., toys and materials, visual/aesthetic environment, organizational climate) have a greater impact on children's academic and social development, or whether there is an additive or interactive effect between the two types of quality.

### **Limitations & Future Directions**

Although this study achieved the goals of the project in developing an initial rubric for evaluating anti-bias education classroom quality, it is not without limitations. These limitations, however, serve as questions that can be addressed in the next step of measure development. For the future piloting and validation study, I plan to follow the process outlined by Soukakou (2012) in the development of the Inclusive Classroom Profile, which I used as a model to guide the current item development process. In the pilot process, Soukakou tested the content, structure, and use of the measure in 5 classrooms, whereas in the validation study, she assessed the measure's psychometric properties in a diverse sample of 45 centers using formal reliability and validity tests. I plan to mirror this approach. I again plan to selectively sample programs that vary in program-level diversity and ethnic composition; I do not expect this to be as difficult to accomplish as in the present study, because I will not necessarily be looking for classrooms that will score highly on the measure. I hope to see variability on the measure, so that I can begin to examine associations between my measure and other indicators of classroom quality and child outcomes.

**Relevance of measure across contexts.** First and foremost, the difficulty in recruiting centers led to an inability to stratify my sample, which would have allowed us to intentionally choose centers that represented a diverse set of early childhood education settings in which children are learning. Fortunately, I ended up with a varied sample of centers in terms of ethnic diversity of children, nonetheless, but we could have benefitted from having an additional category with which to stratify, such as accreditation status or location. These data were also all collected in the same geographical region that is characterized by particular demographic features. It is hard to say whether this measure can be generalized to different areas, for example, those with a higher African American population, but lower Latino population.

Determining the population of centers for which this measure is appropriate is a remaining question that will need to be addressed in future data collection. It is unclear whether this measure would assess quality similarly for classrooms that differ greatly in their ethnic compositions. In other words, is it reasonable to expect that anti-bias classroom quality can be defined or measured in the same way in an ethnically homogenous classroom comprised of all white children and an ethnically homogenous classroom comprised of all Latino children, or in an ethnically heterogeneous classroom? My measure as it stands is designed to be broad enough to address the variety in practices that might be considered anti-bias within these settings, but further piloting for clarity and internal validity tests might be able to demonstrate how my items perform across context.

This reflects a concern raised by one of my reviewers, who noted that some of the language was still normed to reflect the values of middle-class, westernized families. In particular, the “Responsive Teaching Practices” item within the Activities domain stated

that high quality practices were those where teachers incorporated children's ideas, questions, and interests into curriculum development. However, my reviewer pointed out that a center that serves a population that does not endorse such practices, that views curriculum strictly as the teacher's domain, might score low on this item, even though the center is embedded within a community and reflects that community's values. This particular item is similar to the Regard for Student Perspectives dimension of the CLASS, so perhaps a teacher conducting responsive teaching practices might score high on the CLASS, reflecting traditional, western views of classroom quality. This item also reflects developmentally appropriate practice guidelines (Bredekamp & Copple, 1997), and the reviewer's critique reflects Jipson's (1991) concern that these practices are too aligned with western ideals of autonomy and independence. After incorporating the reviewer's feedback, I adjusted this item to be more explicit regarding children's questions and interests regarding identity specifically. Nonetheless, the question remains whether there this issue or others will arise when trying to validate this measure across the myriad of cultural landscapes in which children engage in early childhood education. That being said, the frequency with which the codes appeared across centers, and the fact I was able to see similar practices in the poorest, all-Latino center and the wealthiest, mixed-ethnicity center, makes me hopeful that my measure is representative of a variety of contexts.

**Possibility of conducting observations.** Additional limitations of this measure reflect concerns that have been raised with other observational measures, including the CLASS, regarding the ability of a small number of short classroom observations to adequately sample the practices and behaviors within a classroom overall. Many of these

concerns stem from the fact that a classroom or teacher's score on a particular observational measure is comprised of many sources of variation that might not be attributable to the teacher's practices themselves, including the sampling of lessons, differences among raters, and characteristics of the measure itself (Hill, Charalambous, & Kraft, 2012). Researchers have been employing generalizability theory (Cronbach, Gleser, Nanda, & Rajaratnam, 1972) to attempt to understand the best observational system (e.g., rater training, number of raters, length and number of observations) that can be employed to accurately measure classroom processes. However, a universal standard has not been established, as the generalizability of a set of observations would differ based on the measure that is being measure being utilized (Hintze & Matthews, 2004). Using generalizability theory, Mashburn, Meyer, Allen, & Pianta (2013) did find that two 20 minute observations were more reliable than one 40 minute observation or four 10 minute observations for the CLASS measure, but they did not test whether any of these 40-minute observations were more or less reliable than a shorter or longer period. I expect that the measure of anti-bias classroom quality will need more than 40 minutes worth of observation, because the behaviors it attempts to capture are not as frequently occurring in the classroom as those measured through the CLASS; however, determining the amount of time necessary will require additional reliability tests during the piloting process.

Related concerns regarding observational measurement revolve around who serves as the most reliable and accurate observer of the classroom. Debates regarding whether an outside observer or participant observer is a more reliable judge of classroom processes and behavior have circulated the field of education research for decades (e.g.,

Gage, 1963; Delamont & Hamilton, 1976). Similarly to the issue of time raised above, some argue that outside observers cannot gain a reliable understanding of classroom processes or quality in the time allotted, as he/she has no understanding of the classroom or center outside of the short time that they are conducting the observations. However, although teachers or other classroom participants have a deep understanding of the ins and outs of the classroom processes and could report across a longer period of time, these reports may be more biased and less objective. Additionally, teachers may not be as invested in conducting the research itself, as they have to prioritize student learning and the day-to-day functioning of the classroom. Education researchers tend to rely heavily on standardized observations by trained raters to evaluate the degree of quality within a classroom; this is the method used by the CLASS and ECERS, as well as the Inclusive Classroom Profile that I have been using to guide measurement development thus far. Therefore, I recommend using trained observers in order to measure anti-bias education classroom quality, following the model of other, similar measures of quality.

However, there may also be merit in combining these approaches, to address different goals and purposes for the measure. After piloting helps to clarify the amount of time that is necessary in order to accurately reflect the anti-bias quality of the classroom, researchers could be trained in the measure in order to use it as an assessment tool and evaluate the relation between anti-bias education quality and a host of student outcomes and classroom processes. Additionally, I could develop the measure as a tool for professional development, where teachers and administrators could conduct a self-study in order to improve their practices regarding anti-bias education. This was the case with the CLASS, which was adapted as the main assessment tool for Head Start classrooms

across the country. CLASS scores have to be submitted for a variety of program accreditations, and some classroom quality intervention programs like Quality First have trainers who work with teachers and administrators to improve their CLASS scores, by improving practices and interactions in the classroom. Both researchers and practitioners can get trained in the CLASS; researchers use the coding system as a standardized measure of quality across a variety of programs, practitioners use it as an evaluation of their own particular program's or classroom's quality. I expect that my measure could be used similarly, but due to the nature of anti-bias education, there would be a large focus on shifting beliefs and attitudes, even before practices were addressed. In this sense, the measure can be used as an ongoing tool for self-reflection and self-assessment, as opposed to solely a one-time snapshot of a classroom at any given point.

Although the need for a research tool was the initial motivation for this study, the data collection and item development process revealed the need and opportunity to further train early childhood educators in anti-bias practices. The paucity of centers intentionally addressing issues of culture, race, and diversity in their programs demonstrates the need for a professional development training that requires teachers and administrators to directly reflect on their practices and have concrete indicators through which to improve their quality. The format of the measure itself should lend itself to be used by both practitioners and researchers after the questions outlined above are addressed through the pilot and validation process. Having these dual applications will make the measure even more valuable to the future of anti-bias education than originally expected.

**Immediate next steps.** Before conducting my pilot study using the measure, I would like to explore how the current measure of anti-bias education relates to and differs



from the other measures that have attempted to assess components of multicultural or anti-bias education classroom quality and practices. Crosswalk studies have been used often in education to compare standards, curricula, or outcomes across sites or databases. A crosswalk study is a process used to cross-reference the various aspects of multiple documents in a systematic manner. As one example, West Virginia Department of Education (undated) conducted a crosswalk study to demonstrate the ways in which their new “Next Generation” state standards that had been aligned to the Common Core represented a shift from their older “21<sup>st</sup> Century” standards. The crosswalk allowed them to understand the characteristics of the old and new standards, and degree to which they changed. They could map the standards onto one another using a variety of characteristics, and identify the similarities and differences amongst them. A crosswalk study would allow me to compare the elements of my measure with other observation research measures or accreditation or professional development tools that were not validated for research use. This will help me understand the unique contribution of my measure over other attempts, and might provide suggestions to address the larger overarching questions that still remain before piloting (i.e., length of time for observation, reliability across classroom contexts). I plan to collect the following information for each measure: who acted as the observer/assessor, what types of classrooms it was meant for and validated on, and what elements of multicultural and anti-bias principles (including location on Mac Naughton’s continuum) were represented. I will also explore the particular domains of each measure, and whether they addressed structural or process indicators of quality. This will help illuminate the additions that my measure brings beyond any of the other attempts, and where I might be able to fill in gaps before my

piloting process. Potential measures to examine in this crosswalk include the ECERS-R (Sylva et al., 2003), the Anti-Bias Curriculum Measure-4 (Ritchie, Howes, & Shivers, 2000), and the NAEYC accreditation standards regarding culturally responsive care.

### **Significance & Conclusion**

The results of this study, represented by the measure that was developed from interviews and observations conducted in early childhood education centers, have implications for both the practice of early childhood education and the measurement of its quality. By identifying indicators of anti-bias education and other aspects of multicultural education, I have expanded the definition of high quality education beyond what is measured in current frameworks. Although other measures capture some very important indicators of classroom quality (e.g., positive student-teacher interactions, classroom organization), the definition proposed by this approach includes active methods to addressing the specific needs of students who are typically underrepresented in early education settings. High quality classrooms, according to this definition, also enhance the ability for all students to collaborate and reduce discrimination. Due to the active approach to enhance learning experiences for our nation's most at-risk students, practices that are represented through the anti-bias framework have the potential to intervene in the growing achievement gap. However, without evidence of their relation to child outcomes, they will never be incorporated into the mainstream measurement or required standards of classroom quality.

This measure has a number of notable strengths, including its grounding in real-life practices of everyday classrooms. The practices included in the measure are not theoretical ideals; they are regularly occurring practices in early childhood education

classrooms, although to varying degrees. Additionally, I did not limit the measure to observed phenomena, as data collection revealed that observations might not be able to capture the full scope of process and structural indicators of anti-bias education quality. By creating a multi-method, multi-dimensional measure, I should be able to capture additional domains of anti-bias education that have not been examined through previous measures, but may be related to children's outcomes in early learning and beyond.

As early childhood education classroom quality is gaining more attention in research and policy, it is essential to understand the implications of anti-bias and multicultural education practices on young children's academic and social development. The development of this measure is an important step to potentially establishing the connection between anti-bias education, traditional measures of classroom quality, and child outcomes, and bridging the gap between educators, researchers, and policy makers regarding anti-bias education principles.

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Table 1.

Profiles of participating centers, according to administrator report

	Program 1	Program 2	Program 3	Program 4	Program 5
Location	Tuscon, AZ	Phoenix, AZ	Tempe, AZ	Phoenix, AZ	Phoenix, AZ
Type	Non-profit	Non-profit & Early HS	Non-profit	Non-profit	Non-profit
Accreditation	NAEYC	None	NAEYC	NAEYC	NAEYC
# Classrooms	2	9	3	4	4
# Children	25-40	100	50	65	61
Child Age	3-5	0-5	2.5 - 5	2-K	3-5
Child ethnicity	70% White, 25% Latino, 3% Black, 2% Asian	3% White, 85% Latino, 11% Black, 1% ME	45% White, 20% Latino, 5 % Black, 5% NA, 20% Asian, 5% ME	50% White, 30% Latino, 17% Black, 3% Asian	40% White, 10% Latino, 10% Black, 35% Asian, 5% ME
Income of families	\$23,500-\$35,000	\$23,500-\$35,000	\$23,500-\$35,000	\$35,000-\$47,000	Above \$70,500
% DLL	30%	85%	10%	20%	75%
% special needs	5%	10%	0	9%	10%
% foster care	25%	4%	0	3%	0
# teachers	5	23	3	4	9
# staff	6	17	25	15	14
Teacher Ethnicity	3 White, 1 Latino, 1 Black	8 White, 14 Latino, 1 Black	2 White, 1 Latino	2 White, 1 Latino, 1 NA	7 White, 1 NA, 1 Asian
Staff Ethnicity	Not provided	6 White, 10 Latino, 1 Black	14 White, 2 Latino, 6 Black, 1 NA, 2 Asian	7 White, 5 Latino, 1 Black, 2 NA	Not provided
Teacher Gender	4 Female, 1 Male	20 Female, 3 Male	3 Female, 0 Male	4 Female, 0 Male	9 Female, 0 Male
Staff Gender	Not provided	16 Female, 1 Male	25 Female, 0 Male	13 Female, 2 Male	Not provided
Teacher Education	3 HS, 2 CDA	5 CDA, 8 AA, 8 BA/S, 2 MA/S	3 MA/S	1 CDA, 1 AA, 2 BA/S	2 AA, 6 BA
Staff Education	Not provided	2 HS, 1 CDA, 11 BA/S, 3 MA/S	13 HS, 1 AA, 3 BA/S	8 HS, 1 CDA, 1 AA, 5 BA/S, 1 MA/S	Not provided
Teacher years at center	1-5 yrs: 4 5-10 yrs: 1 10+ yrs: 0	1-5 yrs: 18 5-10 yrs: 4 10+ yrs: 1	1-5 yrs: 1 5-10 yrs: 0 10+ yrs: 2	1-5 yrs: 3 5-10 yrs: 1 10+ yrs: 0	1-5 yrs: 3 5-10 yrs: 3 10+ yrs: 3
Staff years at center	Not provided	1-5 yrs: 10 5-10 yrs: 4 10+ yrs: 3	1-5 yrs: 21 5-10 yrs: 0 10+ yrs: 1	1-5 yrs: 10 5-10 yrs: 5 10+ yrs: 0	1-5 yrs: 1 5-10 yrs: 4 10+ yrs: 1



Table 2.

Presence of codes across focus groups and observations for each program

Center	Program 1		Program 2		Program 3		Program 4		Program 5		FG %	Obs. %			
	T	A	T	A	T	A	T	A	T	A					
Data Sources	X	X	X	X	X	X	X	X	X	X	100%	100%			
Activities	X	X	X	X	X	X	X	X	X	X	100%	100%			
Cooperation/Group building	X	X	X	X	X	X	X	X	X	X	70%	80%			
Cultural Activities	X	X	X	X	X	X	X	X	X	X	90%	60%			
Family Involvement	X	X	X	X	X	X	X	X	X	X	90%	0%			
Holidays	X	X	X	X	X	X	X	X	X	X	80%	0%			
Identity/Awareness	X	X	X	X	X	X	X	X	X	X	80%	60%			
Other/General	X	X	X	X	X	X	X	X	X	X	30%	60%			
Responsive	X	X	X	X	X	X	X	X	X	X	80%	60%			
Interactions	X	X	X	X	X	X	X	X	X	X	100%	100%			
Child - Child	X	X	X	X	X	X	X	X	X	X	100%	100%			
Teacher/Staff-Child	X	X	X	X	X	X	X	X	X	X	100%	100%			
Teacher/Staff-Parent	X	X	X	X	X	X	X	X	X	X	100%	40%			
Teacher/Staff-Teacher/Staff	X	X	X	X	X	X	X	X	X	X	60%	0%			
Organizational Climate	X	X	X	X	X	X	X	X	X	X	100%	60%			
Child/Family Demographics	X	X	X	X	X	X	X	X	X	X	80%	0%			
Curriculum	X	X	X	X	X	X	X	X	X	X	60%	20%			
Family Support	X	X	X	X	X	X	X	X	X	X	90%	20%			
Philosophy/Policies	X	X	X	X	X	X	X	X	X	X	90%	0%			
Staff Demographics	X	X	X	X	X	X	X	X	X	X	60%	40%			
Staff Support	X	X	X	X	X	X	X	X	X	X	90%	0%			
Toys and Materials	X	X	X	X	X	X	X	X	X	X	100%	100%			
Item/Material	X	X	X	X	X	X	X	X	X	X	100%	80%			
Art Materials	X	X	X	X	X	X	X	X	X	X	50%	60%			
Books and Pictures	X	X	X	X	X	X	X	X	X	X	100%	100%			
Clothing	X	X	X	X	X	X	X	X	X	X	60%	60%			
Food	X	X	X	X	X	X	X	X	X	X	70%	80%			
Manipulatives	X	X	X	X	X	X	X	X	X	X	80%	80%			
Other/General materials	X	X	X	X	X	X	X	X	X	X	50%	0%			
Purpose	X	X	X	X	X	X	X	X	X	X	100%	60%			
Cultural Items	X	X	X	X	X	X	X	X	X	X	70%	80%			
Gender	X	X	X	X	X	X	X	X	X	X	60%	80%			
Identity	X	X	X	X	X	X	X	X	X	X	90%	80%			
Use	X	X	X	X	X	X	X	X	X	X	100%	80%			
Curriculum/Activities	X	X	X	X	X	X	X	X	X	X	90%	40%			
Environmental	X	X	X	X	X	X	X	X	X	X	70%	100%			
Visual/Aesthetic	X	X	X	X	X	X	X	X	X	X	70%	100%			
Environment	X	X	X	X	X	X	X	X	X	X	70%	80%			
Child Background/Identity	X	X	X	X	X	X	X	X	X	X	40%	80%			
Instructional	X	X	X	X	X	X	X	X	X	X					
<b>Total Unique Categories</b>	<b>29</b>	<b>33</b>	<b>21</b>	<b>24</b>	<b>28</b>	<b>28</b>	<b>29</b>	<b>31</b>	<b>18</b>	<b>33</b>	<b>32</b>	<b>16</b>	<b>32</b>	<b>33</b>	<b>28</b>
<b>Coded Per Data Source</b>															

Table 3.

Frequency of code applications

<b>Code</b>	<b>No. of Excerpts</b>
<b>Activities</b>	<b>58</b>
Cooperation/Group building	12
Cultural Activities	22
Family Involvement	21
Holidays	15
Identity/Awareness	17
Other/General	5
Responsive	16
<b>Interactions</b>	<b>190</b>
Child - Child	62
Teacher/Staff-Child	74
Teacher/Staff-Parent	68
Teacher/Staff-Teacher/Staff	27
<b>Organizational Climate</b>	<b>115</b>
Child/Family Demographics	31
Curriculum	17
Family Support	34
Philosophy/Policies	46
Staff Demographics	15
Staff Support	22
<b>Toys and Materials</b>	<b>54</b>
Item/Material	54
Art Materials	6
Books and Pictures	31
Clothing	9
Food	13
Manipulatives	18
Other/General materials	6
Purpose	44
Cultural Items	19
Gender	9
Identity/Family Background	20
Use	42
Curriculum/Activities	25
Environmental	12
<b>Visual/Aesthetic Environment</b>	<b>17</b>
Child Background/Identity	12
Instructional	7

Table 4.

Final secondary and tertiary codes within the Toys and Materials domain

<b>Secondary Code</b>	<b>Tertiary Code</b>	<b>Example Excerpt</b>	<b>Other Codes (in T&amp;M)</b>
<b>Item</b>	<b>Art Materials</b>	Then they do a color skin, is my skin the same as yours. So then they get to start mixing paint and they actually oh that's not actually, oh that's like the same kind of color and it's never about oh yours is darker. We may use those words but it's not that you're different.	Purpose: Identity/ Family Background; Use: Curriculum/ Activities
<b>Item</b>	<b>Books/ Pictures</b>	We make sure that all of our books are culturally sensitive. Um that all types of children um of different backgrounds and different abilities and different interests are represented. Um, you know, we have our students that have two mommies or two daddies so we really try to make sure that every child sees a little bit of themselves represented in pictures. We have family pictures all over the room.	Purpose: Identity/ Family Background; Use: Environmental
<b>Item</b>	<b>Clothes</b>	Interviewer: Yeah. Um and then do you notice anything with with uh gender like typed activities or um, yeah mostly activities in the classroom or like doll, boys playing with dolls or dressing up, girls dressing up in more male type uh Interviewee: Our little boys dress in princess dresses. Interviewee: Oh they love dresses. Interviewee: I just, are you saying gender roles like are the boys playing that way or... Interviewer: Yes and then what happens if like all of a	Purpose: Gender

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sudden there's a boy's dressed up in a girls classroom, is there resistance from other students in the classroom

Interviewee: They kinda laugh like when they see the boys dress up in the dress ups. But I think they pretty much accept it.

Interviewee: I mean we've had girls in our suit coats and the boy dress-up shoes, you know, and vice versa.

Interviewee: I think we we just don't react to that. Okay help me put this dress on, you're a boy okay.

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Item	Food		Purpose: Culture; Use: Curriculum/ Activities
		Like Catherine said, we had parents we had your J- our parents that are from Japan, she brought in some food from Japan. We we actually sent out a survey and said what is a, for some reason our (inaudible) last year. So the class seems to get a great deal of multi-, you know, kids from many different cultures and um so just saying, hey, you know, we're gonna do this, you know, on food. Can you tell us what's, you know, an important food that, you know, comes from the country that you're from or your parents are from. Or I- so everybody told us, you know, where each parent told us where their family heritage was and a food that was important there and we had some parents like came in and actually brought those foods in and, you know, we had them cook them or, you know, they were maybe some of them were fruits and brought	

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		them and they talked to the kids.	
<b>Item</b>	<b>Manipulatives</b>	Sure you know um like for instance I have a mom the family dynamic is she's still legally married but they're she's separated. They've been separated for about over a year and she's been involved in this relationship with her boyfriend and they're expecting a baby and so, you know, so just being able to talk about the little boy is getting ready to be a big brother and taking care of mommy and he's learning about caring for babies and he's taking the babies and blanket and, you know, so just implementing based on whatever that, you know, the family dynamic you know whatever I can implement into the classroom	Use: Curriculum/ Activities
<b>Item</b>	<b>Other/ General Classroom Materials</b>	You know or oh no just the boys can play in the blocks. You know, when you start letting children choose areas, one of the techniques that I would use is if I knew just certain boys were gonna to play in the block area and the girls would never get an opportunity to play I would put, choose the girls first, what area would you like to play. You know, and they'd say the block area and then the boys are like two more spaces left and we're not g-, it's just girls today or I would mix it up so it was two girls and two boys in the block area. We can still build we can all be engineers. Did you know Miss Denise wanted to be an	Purpose: Gender; Use: Curriculum/ Activiites

aerospace engineer. They're like no you didn't. Oh yes I did I wanted to to go to the moon and do the, you know, so it's just having those real conversations with them.

<b>Purpose</b>	<b>Culture</b>	And we do a lot of things on the kids' experiences or what they were exploring now and like the piñata for instance and things like that and then we start bringing cultures out, rituals and routines and things like traditions and talking about those things so we bring it in as they they want, they start a conversation about Chinese food and then we start bringing in things and you know expanding the learning on that but I think it just just comes every day, day by day.	Item: Food; Use: Curriculum/ Activities
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<b>Purpose</b>	<b>Gender</b>	Or definitely like boys should wear boy clothes and not be in the high heels type thing. Cause I mean every now and then you'll get that boy that loves to hear the clicking across the floor and wearing the heels in the classroom.	Item: Clothing; Use: Environmental
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<b>Purpose</b>	<b>Identity/ Family Background</b>	Interviewee: But you know I think there's been a lot of shift in also the way the teacher approaches it. Like kindergarten teacher is really quick when there's children with lots of different color skin to make sure that she has that, when they do their family they're like, and she takes out the colors all the skin colors. Interviewer: uh-huh. Interviewee: And they're matching them and they're finding out that well you and I	Item: Art Materials; Use: Curriculum/ Activities
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aren't, yours is that one and mine is this one but it's different than hers is a little different than mine is and pretty soon they're all just picking out all the different colors and the one child we have Michelle she was Native American. And her mother had done a beautiful job with color. She went around looking at everybody and goes, I think you're a raisin and I am café mocha and you are, and she had this beautiful names for every single color that was in the room. It wasn't just you're brown you're white you're this you're that. It was these beautiful array of colors and the different names for them of all the different browns.

Interviewer: Uh-huh.

Interviewee: And the whites and what they were because there wasn't really anybody that was really white.

<b>Use</b>	<b>Curriculum/ Activities</b>	Interviewee: And I think another thing we do is uh name stories. And I know that you really didn't get a taste of everything we do. It's the beginning of the year so we don't have all the stuff and up and haven't really delved into that kinda stuff. But we do do a lot where we we have this getting to know you meeting, you know, tell us about your family and we have, we ask parents to write story, a letter to their kids. You know, tell us how they got their name 'cause you know that's so important. The kids get so excited about it.	Item: Books/ Picture; Purpose: Identity/ Family Background
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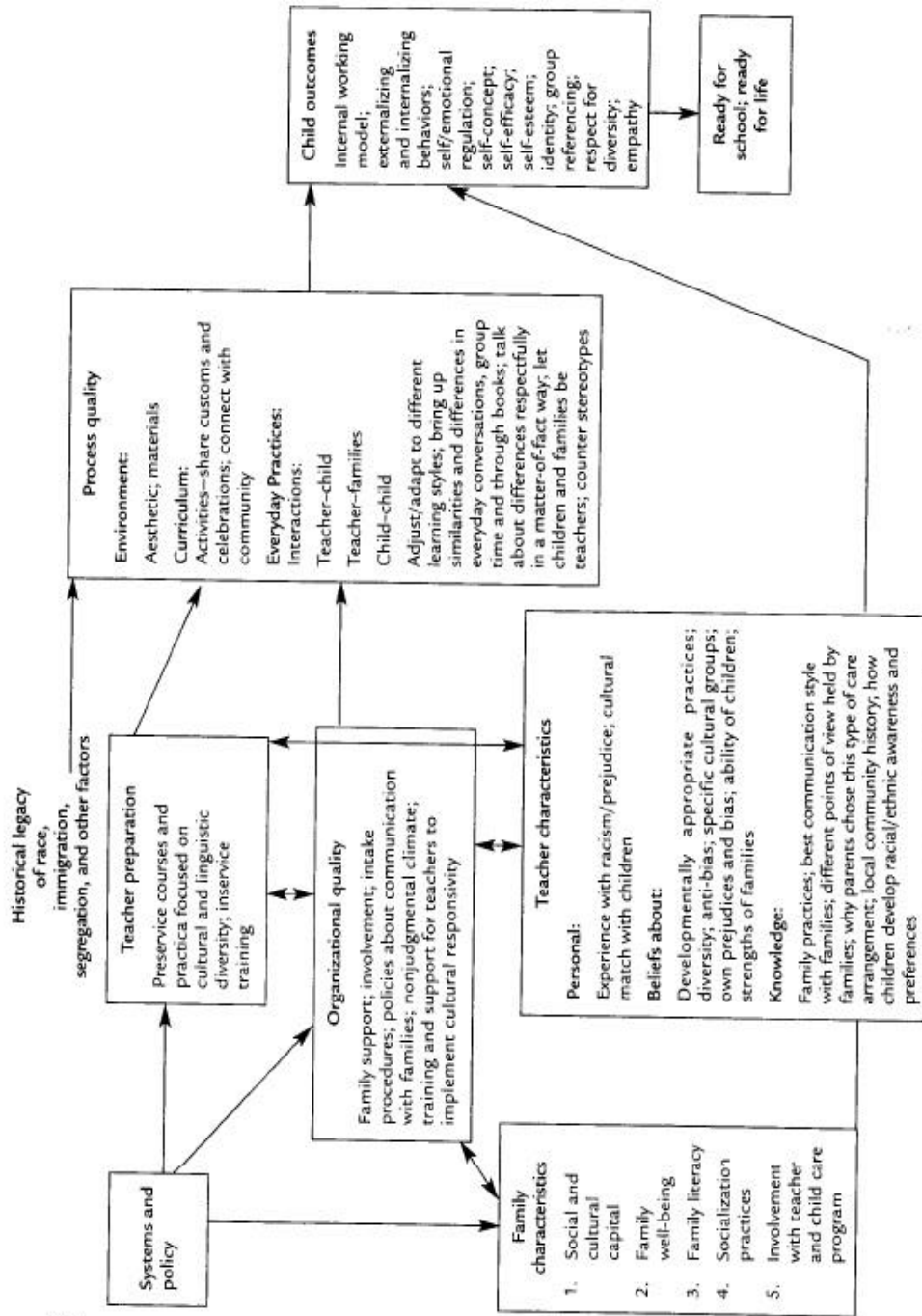
They're always like every day, when are you gonna read my poster when are you gonna read my poster. You know, and the all about me posters. They bring in these poster boards that have their pictures, you know, on 'em and all those things and that kinda helps them connect, you know, to other kids or, so there's a lot of stuff that we that we do but I feel that's very important for them to keep that connection.

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<b>Use</b>	<b>Environmental</b>	<p>And I think I think just the things we have the classroom and just encouraging them to follow their interests is a big thing and so like we put things in place and classroom environment is huge, you know, so that they're able to maneuver and do things themselves so that they can discover and explore things on their own and of course we'll be there to facilitate and support but like whatever it is that they're interested in like we have babies to take care of and, you know, and to feed and to put to bed 'cause we have baby beds and we have high chairs and then we have like in the dramatic play area we'll have like nurse costumes doctor costumes you know community helper costumers, we'll have cooks we'll have so it's a variety and these people can be male or female they can be old or young they can, you know, they can be anything.</p>	<p>Item: Manipulatives, Clothing; Purpose: Gender</p>
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Figure 1. Theoretical model of integrating culture in early childhood education (Shivers & Sanders, 2009)

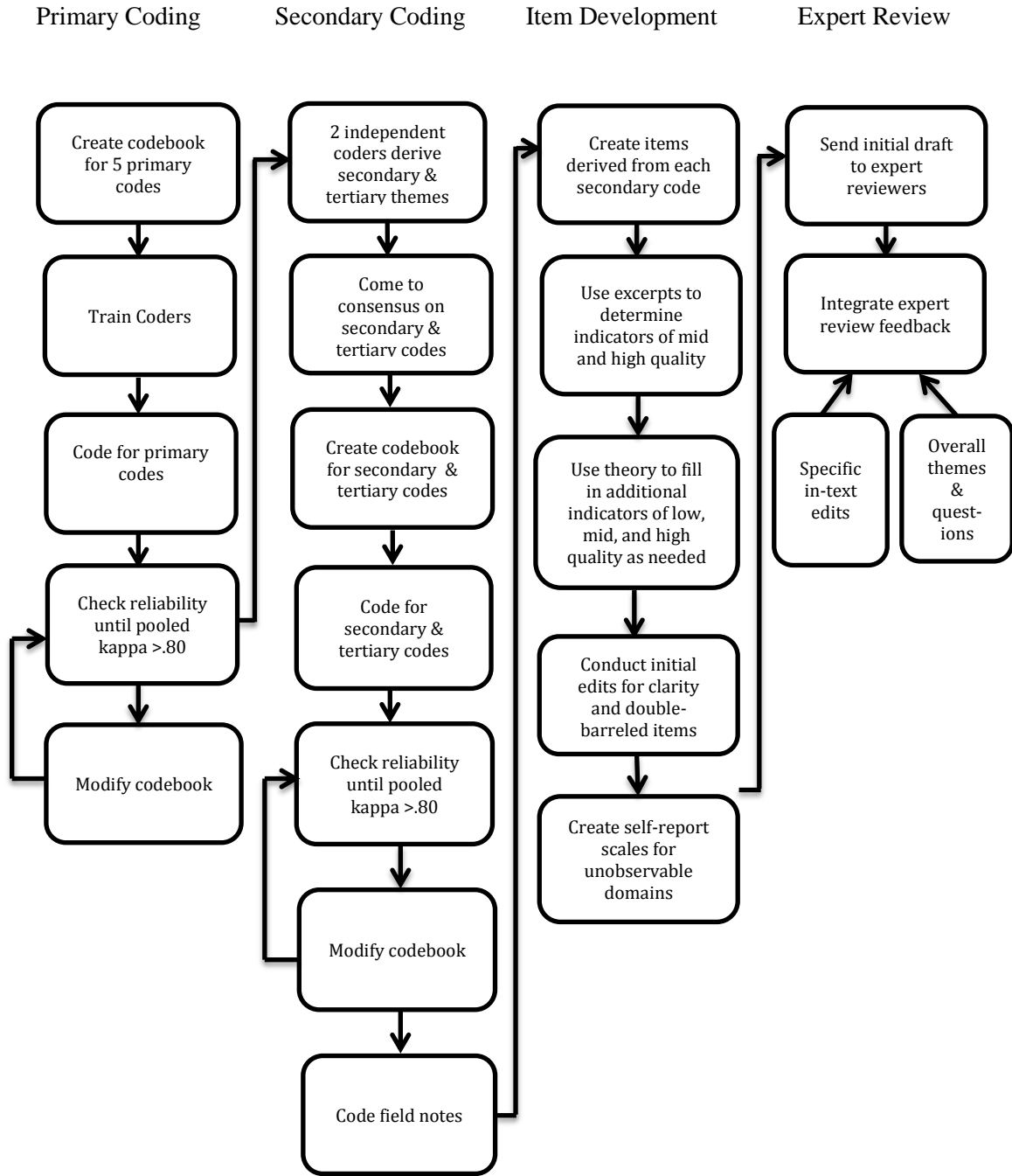


Figure 2. Flow chart of data analysis process for the development of the Anti-Bias Education Quality Measure

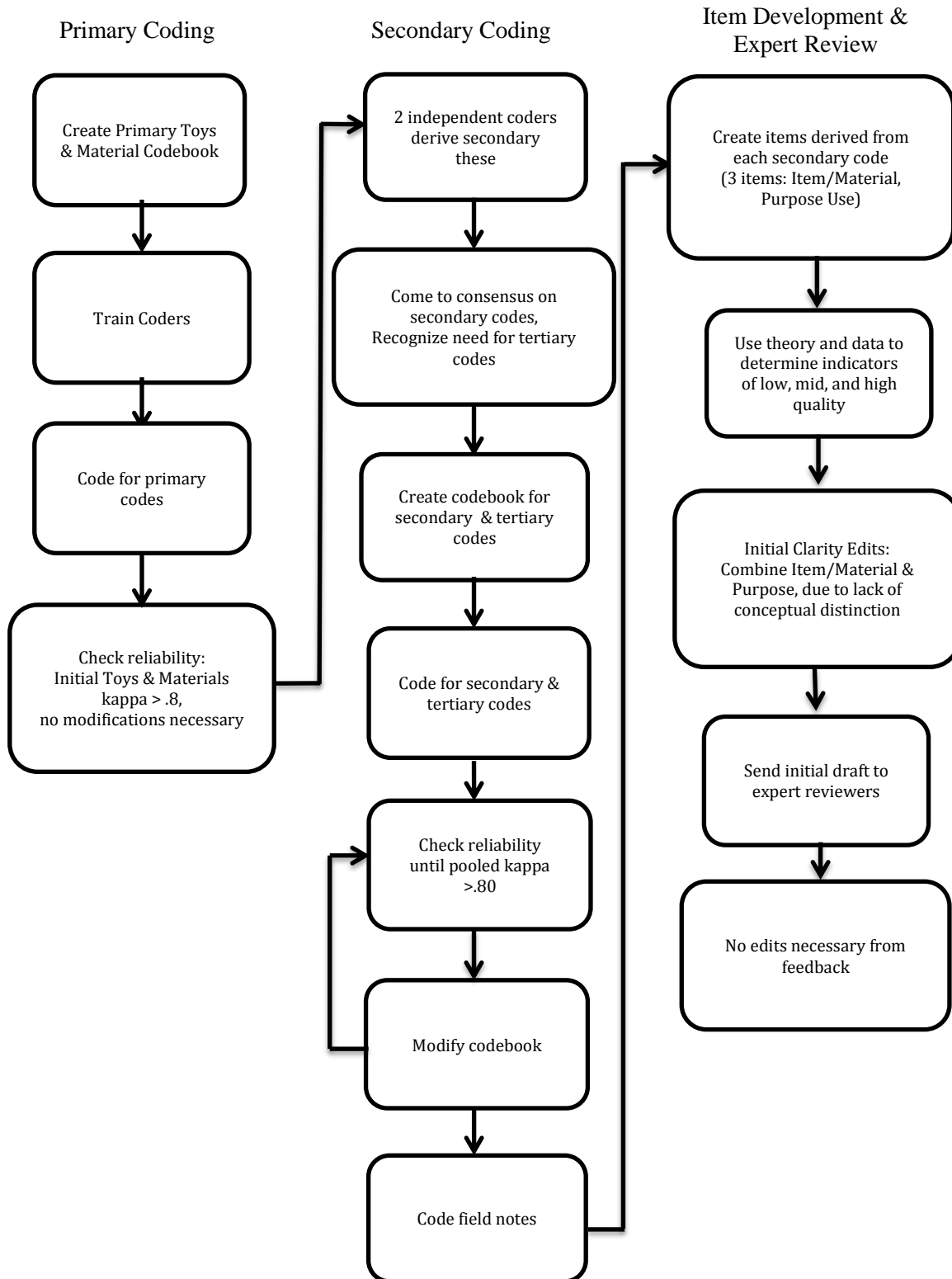


Figure 3. Flow chart representing specific item development process for Toys & Materials Domain

APPENDIX A  
FIELD NOTE OBSERVATION FORM

Name/Type of Center:		Name of Observer:	
Number of Students in Classroom:		Number of Adults in Classroom:	
Classroom Activities (e.g.) snack/lunch, free play, morning meeting, etc.):			
	Pros	Cons	Other
Visual/Aesthetic Environment			
Toys/Materials			
Interactions			
Activities			
Organizational Climate			
Other			

APPENDIX B

ANTI-BIAS EDUCATION PRACTICES IN COMMUNITY INTERVIEW PROTOCOL

### **Opening:**

1. **Welcome:** Thank you for coming. Emphasize important work they do and how much we appreciate their feedback and input.
2. **Purpose:** To understand how Anti-Bias education principles are applied in your day to day work caring and educating young children. What we learn here will inform the community, state and national trainings we deliver on this topic. What we learn from you will also inform future research studies, so we can continue to explore key questions about how contextual factors like culture, race and gender impact young children's development and resiliency.
3. **Introductions—**
  1. **For Teachers** – ask what ages of children they teach – how long they've been at their current center, and how long they've been working with young children.
  2. **For Directors** – the age range of children they serve; how long their program has been in existence; how long they've been an administrator in their current program.
4. **Ground rules.** Reassure participants and obtain consent:
  - The information they share today is confidential;
  - No individual names or program names will be associated with any reports, publications or presentations that result from this study. Also, we will not share any of your comments with your colleagues – other staff or your supervisor/director.
  - Participation in the focus group is completely voluntary. If they have changed their mind at any time about participating, they may leave the group – there will be no negative consequences for leaving the group early if they feel uncomfortable and do not want to continue. [For teachers: we will not tell your child care director or supervisor that you left.]
  - Explain that our job is to provide a safe place to explore a sensitive topic, and to gather meaningful examples of their Anti-Bias work and the challenges in doing Anti-Bias work.
  - Remind them that we only have a short period of time to cover a lot of material, so we apologize in advance for moving people along—we don't mean to cut people off.
  - We are recording the meeting so people should not talk over each other or have side conversations or it will be hard to hear what people are saying.

### **Focus Group Questions**

1. When and how were you, as an individual, introduced to the ideas and concepts involved with Anti-Bias Curriculum / Education?

2. How did you learn to incorporate Anti-Bias Curriculum / Education into your classroom/program?
  - a. On-site training? Community training? Conference presentation?
  - b. Read the ABE or ABC book?
  - c. Read other books by Louise Derman-Sparks?
3. Do you have direct conversations with parents about Anti-Bias Curriculum / Education or is it just something you incorporate into your classroom/program?
4. What are the overarching goals of your program/classroom? How does Anti-Education fit into these goals?
5. What strategies do you use to achieve these goals and promote anti-bias education?
  - a. What are the most effective strategies? Which are the most challenging to implement?
  - b. Have you had to use different strategies with different children or different groups of children?

*After teachers have brainstormed the strategies they use to promote ABE in their classrooms, we can use the following probes to have them elaborate on certain aspects of the ABE framework.*

**Now, let's talk about some examples of how you implement ABC/ ABE in your program...**

1. **Aesthetics – Visuals.** To what degree do you think the pictures and images that are displayed in your classroom reflect goals of ABC/ABE.
2. **Toys/Materials.** To what degree do you think that the materials in your classroom reflect goals of ABC/ABE. (Paints, crayon, paper, dolls, Lego people, puzzles)
  - i. Books. To what degree do you think that the books in your classroom reflect goals of ABC/ABE.
    - consider variety and numbers of books that cover racial/ethnic diversity
    - Are there specific books with themes that explicitly address social justice and counteracting bias?
    - Are there are books with a balance of images conveying power and status to both Whites and people of color? (example: images of helping professionals like doctors, firefighters, teachers)



3. **Activities.** To what degree do you think that intentional activities in your classroom reflect goals of ABC/ABE.
  - i. Playing with peers – How often do you and your co-teachers intentionally facilitate and encourage activities for ethnically diverse groups of children?
  - ii. What are some examples of intentionally providing appropriate experiences that challenge children’s biased or stereotypic thinking? What are the barriers and challenges to doing this with young children?
  - iii. What are some examples of how you use diversity or ABC/ABE principles in teaching everyday concepts?
  
4. **Interactions.** To what degree do you think that your interactions with children and families reflect goals of ABE/ABC.
  - i. How do you respond when a child/ren make a comment or ask a question about another child’s (or in the case of mono-ethnic programs – character in a book/image in a picture/materials in classroom) hair texture, skin color, ability, gender status, language, etc.?
  - ii. What happens when a child or a child’s family member makes racial slurs, stereotype, or exhibit some sort of bias?
  - iii. Proactive interactions – What are examples of when you have had to:
    - Help children engage in critical thinking and questioning about stereotypes, power and race.
    - Help children develop language to talk about situations regarding race and power that they encounter daily.
    - Clarify children’s misconceptions about untrue or biased thinking.
  - iv. Interactions with families – have you ever experienced push-back from family members due to something you said or did with children in your classroom?
  
5. **Organizational climate.** To what degree do you think that ABC / ABE principles play out in the policies and procedures in your program?
  - i. Do you notice diversity in hiring and promoting (or direct dialogue about it)?
  - ii. What about your interactions with other staff – co-workers? Do you dialogue about diversity, race, culture, etc.?
  - iii. How much training and supervision do you receive on culture, race, language, gender, ability (inclusion)?
  - iv. How are families engaged in your program? (e.g., Daily communication policies; input about policies and programing; etc.)

## APPENDIX C

### CODEMANUAL FOR INTERVIEW/FOCUS GROUP QUALITATIVE CODING

PRIMARY, SECONDARY, AND TERTIARY CODES:

- 1. Visual/Aesthetic Environment**
  - a. Child background/identity**
  - b. Instructional**
- 2. Toys and Materials**
  - a. Item/Material**
    - I. Art Materials**
    - II. Books/Pictures**
    - III. Clothing**
    - IV. Food**
    - V. Manipulatives**
    - VI. Other/General classroom materials**
  - b. Purpose**
    - I. Culture**
    - II. Gender**
    - III. Identity/Family Background**
  - c. Use**
    - I. Environmental**
    - II. Curriculum/Activities**
- 3. Interactions**
  - a. Teacher-Child Interactions**
  - b. Teacher-Parent Interactions**
  - c. Child-Child Interactions**
  - d. Teacher/Staff-Teacher/Staff Interactions**
- 4. Activities**
  - a. Responsive to children**
  - b. Family involvement**
  - c. Culture**
  - d. Holidays**
  - e. Identity/Awareness of similarities and differences**
  - f. Student cooperation/ group-building**
  - g. Other/General classroom materials**
- 5. Organizational Climate**
  - a. Philosophy/Policies**
  - b. Curriculum**
  - c. Family Support**
  - d. Child/Family Demographics**
  - e. Staff Support**
  - f. Staff Demographics**

## **CODE NAME: Visual/Aesthetic Environment**

**Brief Definition:** Physical items displayed in the classroom that reflect the principles of anti-bias education

**Full Definition:** This code should be used when a teacher or administrator is talking about ways she creates an anti-bias or multicultural environment using materials that are displayed in the center or classroom. This could include posters, family photos, furniture, wall hangings, or other items. These items could reflect the families and background of the children in the center/classroom, or could generally depict typically underrepresented groups in non-stereotypical way. For example, teachers could discuss how they hang family pictures on the way or label classroom objects in both English and Spanish on one hand. Additionally, a teacher could mention that they have community helper poster that includes a woman in stereotypically male role (e.g., construction worker) or people of color in stereotypically white roles (e.g., doctor). These are not necessarily items that the children interact with on a daily basis, such as toys or books, but are on constant display in the classroom. Teachers may refer to these items during instruction, but in general these images set anti-stereotypical messages in the general aesthetic in the classroom.

**Theoretical Context:** “An environment rich in anti-bias materials invites exploration and discovery and supports children’s play and conversations in both emergent and planned activities. It alerts children to which issues and people the teacher thinks are important and unimportant. What children do not see in the classroom teaches children as much as what they do see” (ABE, 43).

### **Examples:**

*Interviewer: Can you think of any concrete examples where a teacher then has turned that knowledge or turned that those dynamics into something that she does with the children or something that she talks about or setting up a dramatic play theme to explore, you know, can you think of any...*

*Interviewee: Well so we always have had, you know, family pictures in classrooms. And those become really important and we talk a lot about daddy in the picture and or mommy in the picture and and the child will, you know, carry that picture everywhere they go sometimes and, you know, they I know then in several instances those pictures have become so important in their daily...*

*Interviewee: At children's level where they can take them off the wall and carry them the teachers do it in a lot of different ways.*

**Notes:** When a teacher mentions not only the existence of anti-bias materials in the classroom, but additionally, the ways in which they draw students’ attention toward these materials or actively use them in teaching moments, these excerpts will get coded both as “Visual/Aesthetic Environment” and “Interactions” (or “Activities” if applicable).

### **Secondary Codes:**

- a. Child Background/Identity:** This code refers to items or images in the visual/aesthetic environment that directly reflect the children who are in the classroom, their families, and their histories and backgrounds, such as family pictures, name stories, and permanent features of the classroom that reflect children's cultural backgrounds (piñatas, casitas).
- b. Instructional:** This code refers to images or items in the classroom that are instructive in nature. This could include posters for letters, numbers, colors, community roles, etc., labels for areas and stations in the classroom, or other pieces or art or imagery that are a relatively permanent part of the classroom environment. In an anti-bias framework, these instructional items would reflect diverse groups of society in non-stereotypical roles, even in a homogenous classroom.

## **CODE NAME: Toys and Materials**

**Brief Definition:** Manipulatives available in the classroom with which children can directly interact that reflect the principles of anti-bias education

**Full Definition:** This code should be used when a teacher or administrator is talking about ways she creates an anti-bias or multicultural environment using toys or materials that are available for children to use in the classroom or center. Included under this code could be musical instruments, art materials, dolls, manipulatives, or objects in the dramatic play area. Similar to the visual/aesthetic environment, these toys and materials could reflect the families and background of the children in the center/classroom, or could generally depict typically underrepresented groups in non-stereotypical way. For example, teachers could discuss how they provide different skin-toned crayons or paper art projects or how there are baby dolls of different ethnicities and skin tones in the classroom. As another example, teachers can discuss that the dramatic play area contains food that reflects their students' cultural heritage. Although children might not interact with every toy or book in the classroom on a daily basis, the existence of these materials is important in and of itself. Listen for teachers discussing the materials in the classroom, how they are being used, and which children are using them.

### **Examples:**

*Interviewer: And are the other like materials or resources in the classroom in addition to books that you can use as these like teachable moments as things come up that are like intentionally there so that you can, you know, use them as you need or pretty much the books is the main resource?*

*Interviewee: I mean we have puppets, puppets we, you know, I would say I would say more than, I don't think it's as much as having the materials in the classroom, I think it's knowing your children in your class and knowing that, you know, like someone brought up, one of the kids was was not, wasn't didn't like speaking Spanish when someone had walked through he wasn't speaking, so he wasn't proud of his language you know.*

*So I think it's knowing your kids. And so what did we do we we all we started doing this weekly Spanish thing and he got to be the expert and he, you know, what I mean it's knowing your kids and knowing what what things come up and h- and then getting the correct materials or, you know, materials plus discussion plus wh- whatever you're going to use to help that child get to where they need to be. I think it's more individualized I would say more so than, I mean yes we do other things, things to focus on it but I don't...*

*Interviewee: Think there's a specific you know...*

*Interviewee: I don't think it's a specific, and yes, we have some little people figures, you know, with people with disabilities but I I think you know talking about I think before, unless you have a real life example that they can make a connection with I don't think it makes as big of a, you know, impact.*

**Theoretical Context:** “An environment rich in anti-bias materials invites exploration and discovery and supports children’s play and conversations in both emergent and planned activities. It alerts children to which issues and people the teacher thinks are important

and unimportant. What children do not see in the classroom teaches children as much as what they do see” (ABE, 43).

**Notes:** When a teacher mentions not only the existence of anti-bias materials in the classroom, but additionally, the ways in which they draw students’ attention toward these materials or actively use them in teaching moments, these excerpts will get coded both as “Toys and Materials” and “Interactions” (or “Activities” if applicable).

### **Secondary/Tertiary Codes**

- a. Item/ Material:** This code is used to categorize the actual type of material or toy the teacher or administrator is referring to.
  - i. Art Materials.** This code refers to paints, crayons, colored pencils, paper, etc. that are used to demonstrate the principles of anti-bias/multicultural education.
  - ii. Books/Pictures.** This code refers to books or images in the classroom that are used to demonstrate the principles of anti-bias/multicultural education.
  - iii. Clothing.** This can include both clothing in dramatic play areas that children can use in centers or clothes that teachers or families may bring in to demonstrate a lesson or a cultural tradition. Any fabric or material that children can wear, even if it is not a particular piece of clothing, can use this code.
  - iv. Food.** This code refers to any food items (both edible and plastic/fake) that are used in the classroom to demonstrate the principles of anti-bias/multicultural education.
  - v. Manipulatives.** This code refers to any objects or materials that students can touch and move around in order to help them learn principles of anti-bias/multicultural education. This includes, puzzles, puppets, dolls, and other figurines.
  - vi. Other/general classroom materials.** This code refers to items in the classroom that are very typical of any preschool classroom and do not necessarily refer to any anti-bias/multicultural education principles. However, it could be that they are used to counter stereotypes (e.g., girls playing with blocks, cars)
- b. Purpose.** This code is used to categorize the content of the material or toy, basically *why* it’s being used in the classroom, what lesson is it teaching the children in the room.
  - i. Gender.** This code refers to materials that are directly associated with issues of sex and gender, and especially counteracting gender stereotypes.
  - ii. Cultural items.** This code refers to materials that reflect a child’s, families’, or teacher’s cultural background or traditions that they practice. Items brought into the classroom for a certain holiday or tradition belong under this code. This can also refer to items about other cultures, even if they are not reflected in the classroom.
  - iii. Identity.** This code is used to refer to materials and toys that illuminate issues of race, ethnicity, skin tone, or family background. This will be

especially relevant when students are discovering their own background and identity and learning about similarities and differences between peers and adults who are different colors.

- c. **Use.** This code is used to categorize the ways in which classroom materials are utilized, how teachers and children interact with toys and materials.
  - i. **Curriculum/Activities.** This code should be applied if a teacher or administrator describes how a particular item was intentionally used for a specific activity that the teacher set up.
  - ii. **Environmental.** This code should be used if a teacher or administrator mentions the existence of particular materials/toys but does not if they are used in particular curricular activities. If there is no evidence that a child has ever read the multicultural books they have or played with the dolls that are in the classroom, this code is warranted.

**Brief Definition:** An adult's direct communication with a specific child or group of children, or amongst one another, either proactively in response to child (or parent) behavior that reflects the principles of anti-bias education

**Full Definition:** This code should be used when a teacher or administrator is talking about direct communications she has with children, parents, or other staff related to issues of culture, race, ethnicity, gender, disability, etc. Some of these interactions will be reactive, where a teacher responds in a non-stereotypical manner to a child's question or discourages inappropriate and stereotypical behavior and encourages appropriate and non-stereotypical behavior. Reactive interactions could include a teacher's response to a child's questions regarding skin color or a discussion that a teacher holds in response to children fighting over language differences, for example. However, not all interactions are reactive; examples of proactive interactions can include teachers devoting equal amount of time to boys and girls in the classroom, or intentionally having a teacher who shares a particular characteristic with a child (e.g., gender, ethnicity, language, disability) spending time with him/her if there is a problem. Additionally, the teacher could proactively help children engage in critical thinking and questioning about stereotypes or develop language to talk about situations regarding race, ethnicity, gender, etc. that they encounter daily.

In terms of interactions with parents and staff, focus on coding communications regarding case-by-case incidents, as opposed to general, overarching policies. For example, families could be included in a variety of ways over the course of the year (e.g., parent meetings, at-home visits, parental surveys) that align with a center's goals regarding multicultural education and are implemented at a center-level. These activities, however, would be more aligned with organizational climate than interactions. Interactions should focus on concrete examples of incidents where teachers had to discuss specific situations that occurred with a parent's child in the classroom or even amongst parents in the classroom. For example, having parent volunteers in the classroom as an overarching policy would not be coded under "Interactions," but a teacher recounting a specific situation in which a parental volunteer discouraged a boy from playing with



dolls or dress-up clothes that the teacher addressed would be considered in this category. Similarly, if a parent is giving teacher push-back because a teacher emphasized or allowed non-stereotypical behavior in the classroom (e.g., boys playing with dolls), the discussion with the parent should be coded under “Interactions.”

**Theoretical Context:** “Children’s daily interactions with their teachers and other adults are at the heart of anti-bias education... Almost everything adults say or do around children carries messages about gender, economic class, racial identity, ability and family culture... What children ask, say or do about any aspect of their own or others’ identities and differences are the wonderful ‘teachable moments’ of anti-bias education. How you respond to these opportunities is a central part of effective teaching with young children. (ABE, 32).

**Examples:**

1) *Interviewee: We've had some challenges too with children coming into classrooms and using some language that is very offensive. But children not, other children not understanding it and going home and parents coming in.*

*Interviewer: Can you give us specific example?*

*Interviewer: Yeah talk, let's talk about that. That's good stuff we can hear more I can hear more about that.*

*Interviewee: So if I get the details wrong correct me. We had one little boy that was black and he came in and he used um a derogatory N-word in describing, I think he said to another black child this is what we are or something like that. And the teacher but somehow...*

2) *Interviewer: Do you real- so you were saying earlier that the male teachers are sometimes like met with the resistance with parents of girls but are parents of boy students like more receptive or they still want female teachers?*

*Interviewee: Oh no no I can't think of a an instance where we've had a parents of a little boy be resistant to having a male teacher.*

*Interviewer: Are they excited or they don't really care one way or the other?*

*Interviewee: I'm not sure. I don't think I can think of any instances where anybody's been like, oh yay a male teacher. But we definitely, I can think of several specific examples of little girls were parents were very...*

*Interviewee: The parents actually would pull kids.*

*Interviewer: So what do they say, what did they say? I mean do you think...*

*Interviewee: It's not right for a man to change my daughter's diaper it's not, and we're never gonna put two teachers in a situation with a male and female teacher where the female teacher is always changing diapers. It's not appropriate. So we do have other options and we never want families just to walk away and we want it to be a good fit. We don't want to start out in a bad way.*

*Interviewee: Most of the time we can answer discussion and having a parent come spend the time in the classroom with that teacher and maybe it's, you know, the first I can think*

*of one instance where the first four weeks that the child was here mom was here every day with her until she felt comfortable leaving her with, getting to know the person other than the stereotype.*

*Interviewee: I can also think of an instance where we had a child where we did not have full information but it had been severely abused and he had a male teacher and he could not, he just panicked. Any time Jeremy opened his mouth to talk he just panicked and we didn't have another spot for the child for a long time so we ended up putting another teacher two female teachers in there with Jeremy as well and he was very sensitive to giving him some space and it was really tough.*

*Interviewer: Well yeah 'cause he might have been re-traumatized mean we hear those stories all the time you know.*

*Interviewee: And a couple of the instances I can think of where parents were concerned is they experienced domestic violence.*

**Notes:** Code the context, here! If a teacher is describing an incident where she responded to a student who was commenting on another student's skin color, code the description of the incident, as well as the response. You may have to sandwich quite a bit of text if there is a lot of conversation between the incident and the response. This code is meant for conversations with specific examples, not about general communications. Code any response/interaction even if it is not anti-bias, so it can be used as an example for low quality ratings. These codes will tend to be more reactive than proactive, as a teacher will often respond to something a child, parent, or staff member says. Typically, if there is a child-child interaction, there will be a related teacher/staff-child interaction, so look out for those hanging together.

### **Secondary Codes:**

- a. Teacher/Staff-Child:** A specific interaction between a teacher or staff member and at least one child in the classroom. This code will be used when a teacher describes a specific incident when she responded to a student's question, an interaction between students, or a student's comments to the teacher or another staff member/parent. This could also include a teacher's proactive conversation amongst themselves and students, but this will be more rare in the data.
- b. Teacher/Staff-Parent:** A specific interaction that a teacher or staff member has with a parent of a child at the school. These interactions are typically in response to the behavior or comment of a child or parent, but could also include ways that staff members communicate with parents throughout the school year. This does not include parents' general involvement with school activities or events.
- c. Child-Child:** A specific interaction between two students in a classroom, as relayed to you by the teacher or administrator. These are typically unprompted interactions between two students, that a teacher than responds to.
- d. Teacher/Staff-Teacher/Staff:** A specific interaction between at least two staff members, including amongst teachers, or between an administrator or teacher. This should not refer to general policies, trainings, or activities for staff members , but instead to particular incidents.

## **CODE NAME: Activities**

**Brief Definition:** Activities and experiences designed for full-class or small-group instruction or play

**Full Definition:** This code should be used when a teacher or administrator is talking about particular activities or experiences that a teacher provides that are aligned with principles of anti-bias education. When you are coding for activities, think about curriculum. What parts of a teacher's lesson plans directly counteract stereotypes or allow children understand differences and diversity amongst their class and in society? For example, a teacher could discuss setting up a self-portrait activity, where children identify important features of themselves and draw pictures and share. Activities could also include a teacher intentionally pairing certain students together for classroom roles or play time in order to make sure students aren't grouping by race or ethnicity and make sure all students are exposed to all aspects of the classroom. Finally, having large classroom community spaces where students and teachers are allowed to bring issues to the table would fall under this category.

**Theoretical Context:** "Curriculum is the sum of all the activities in which children engage, be they child- or teacher-initiated, formal or informal; individual, small, or large group. The ideas for anti-bias education curriculum can come from children's questions, interests, and teachable moments; what adults think is important for children to learn; and significant events that occur in the children's communities and the larger world... In particular, themes of self-discovery, family, and community are more effective and honest when they include explorations of gender ability, racial identity, culture and economic class" (ABE, 47).

"The framework draws on the notion of development as a continuum born in the everyday routines of children, with these routines varying both across and within cultural and linguistic communities... Such routines are organized and maintained to accomplish specific tasks that support the larger cultural values of the community" (Shivers & Sanders, 2011).

### **Examples:**

*Interviewee: And I I think it helps to have parents bring in things. Even things with children certainly helps their understanding you know. You children are pretty much in the now phase, what's happening right now. So you know I wasn't a big proponent of talking about Holland if kids could care less about, but if you have somebody from from Holland in your classroom that makes a difference right.*

*Interviewee: That makes a difference because they have some association with that right.*

*Interviewee: So it's not like you know an adult learning about you know Kathmandu. Okay that could be interesting, you know based on your own knowledge, but children they don't care. You know they don't care what happens over there. But if you have someone in your class you know from Beijing and and when August came you know it was the Chinese New Year.*

*Interviewee: Chinese New Year.*

*Interviewer: Uh-huh.*

*Interviewee: (Inaudible) that New Year you know Chinese New Year. You know so they've brought in a couple of things that were associated with the Chinese New Year. So you know children were interested in that because that has some meaning to someone in their class okay. So this is the year of the horse.*

*Interviewee: Yeah.*

*Interviewer: Okay.*

*Interviewee: And we had, we had these great candies.*

*Interviewee: Candies yeah she brought candies for it.*

*Interviewee: I loved them.*

*Interviewee: Decorations, yeah it was really good 'cause then he understood you know because that was his culture you know, so that was good you know.*

*Interviewee: You get to share that with his you know with your classmates and it helps you know to some level you know with their understanding I mean it's not it's that deep. They look at the fun thing of it but that's okay. You know at least they have some contact and they know someone.*

**Notes:** The activities code may overlap quite a bit with the toys and materials or interactions code, as it is hard to run an activity without materials or interactions. That's OK, don't worry about double coding! However, you can distinguish between activities and interactions sometimes, as activities tend to be more proactive than interactions. Whereas interactions could be proactive or reactive, activities are set up ahead of time for small or large group play or instruction.

### **Secondary Codes:**

- a. Responsive.** This code refers to activities that are child-driven or that teachers set up in reaction to children's interests, questions, or problems. This could include meetings or conversations that teachers hold with students when an issue arises, or an actual lesson (art, story, etc.) that deals with the issue at hand.
- b. Family Involvement.** This code should be used to capture events when families come into the classroom to share or integrate themselves into the daily routine of the classroom.
- c. Cultural activities.** This code refers to activities that highlight the cultural practices of a teacher, child, or family in the classroom.
- d. Holidays.** This code refers specifically to practices and activities regarding holidays. It could be applied to a reference of a class celebrating a holiday or actively avoiding/banning the celebration of a certain holiday.
- e. Identity/Awareness of similarities or differences.** This code refers to activities that illuminate a child's background, including ethnicity, skin color, race, gender, family history and composition, etc. It can also refer to activities that help children develop an awareness of their own identity and that of others, highlighting or minimizing the similarities and differences between students and adults.

- f. Student cooperation.** This code refers to activities that are meant to intentionally help students work together better, problem solve, or build their student group or community. This should be used when students are interacting with one another, either from within their own classroom or from other centers.
- g. Other/General classroom activities.** This code refers to classroom activities that are not necessarily related to anti-bias/multicultural education, or that do not fit into any of the above categories. These activities could be used to illuminate or provide context for an anti-bias/multicultural principle that was captured through another code.

## **CODE NAME: Organizational Climate**

**Brief Definition:** Program-wide goals, norms, and rules related to the principles of anti-bias education

**Full Definition:** This code should be used when a teacher or administrator is talking about systematic, overarching, program-wide policies, procedures, norms, etc. that align with anti-bias education principles. This can apply to protocols with families, recruitment/ selection of incoming students, or hiring and training practices for staff. Family engagement policies could include required volunteer hours, hosting family nights/ events, or daily check-in policies between families and staff. Protocols related to staff could include intentional diversity in hiring practices, or providing anti-bias education training through professional development. Often, these are standardized policies that should not differ amongst teachers, although the extent to which they are incorporated into each teacher's philosophy and classroom practices might differ from one to another. Nonetheless, there should be evidence that these policies are applied across the center and are incorporated into a center's culture, mission, and/or goals.

### **Examples:**

*1) Interviewee: But I think in general it's a it's a basic, we tell families that we're interested in what they individually need and that we're not trying to give them a cookie cutter approach to services and we don't do that for their children either. I think that's about as deep as we get until something comes up.*

*2) Interviewee: You know I think here because I've worked at several other places it's probably hasn't been an issue because of the international community in which we live here, okay. So so the population of ASU because it's a large university there's many other cultures included in the education so the children that we have here reflect that population just like... Just like any city or town the schools in that area would reflect that population so it's the same here so I always considered it a very naturally occurring place you know where there's many many different ethnic groups and they can participate in pre-school education as their parents do. And the university education. So little if anything has been manipulated to get that. So it's I consider it naturally occurring okay. And it's probably the best way to do it because they are part of this community and so their children obviously would be too. So the, even though I taught at a program that incorporated Head Start it's it's very different than it is here okay, that's more manipulated. It was it was a university program but it was Head Start was included and that's how they brought in the diversity 'cause it was not a naturally occurring. Different. Interviewee: Well this is my first place of teaching. And so it is very natural occurring. I haven't had any other experiences where it's had to be manipulated. And I think that the kids they they don't really think much difference of it, like it's every day occurrence to them. They understand that there's differences, you know, with different languages and...different skin color and things of that nature but, you know, it's okay to them it's... been something that they accept because that they have been put into this pre-school and*

*it's an every day occurrence and their parents are around it and therefore the kids are gonna be around it so..*

**Secondary Codes:**

- a. Philosophy/Policies:** This secondary code should be used when teachers or administrators are referring to the overarching mission, goals, beliefs, or culture of the center. It could also refer to regular practices, protocols, regulations, and requirements that are enacted by the center or its administration. There doesn't need to be an explicit statement of “We have a policy for x or y,” but an implicit reference to a center's approach or a rule that they have teachers, families, or students follow should be coded under Philosophy/Policies.
- b. Curriculum:** Curriculum refers to either classroom activities that are repeated on a regular basis (e.g., every year, every summer, every month). This code could also refer to external curriculum developed by other educators that the center has adapted for use in their classrooms. Finally, it could refer to classroom activities that are run by the director.
- c. Family Support:** Family support refers generally to ways in which centers engage with families on a programmatic level, including activities, programs, or events for parents/families. In addition to such activities, this could refer to ways in which centers communicate with families or provide assistance or resources to families beyond child care.
- d. Child/Family Demographics:** This code is to be used in reference to students' background or history, including ethnicity, gender, socioeconomic status or family composition. It could also refer to the number of students enrolled in the program, as well as any changes to the composition of the center over the years.
- e. Staff Support:** This refers to ways in which administrators interact with and assist staff when they are having issues, questions, or problems, including both regular or non-regular (emergency) staff meetings. Additionally, this code should be used when teachers or administrators are discussing trainings or workshops they received through the center (not through their own education or experiences outside of the center).
- f. Staff Demographics:** This code, similar to *child demographics*, refers to any background characteristics of staff members at the center, including ethnicity, gender, etc. Additionally, this code refers to any hiring protocols or practices the center might use, especially in order to recruit diverse staff.

APPENDIX D

ANTI-BIAS EDUCATION CLASSROOM QUALITY MEASURE FEEDBACK FORM



- 1) How can this measure be improved toward the goal of being able to be associated with other measures of classroom quality (e.g., CLASS, ECERS) and eventually, child outcomes?

Reviewer 1: I think it will parallel these measures quite well. Particularly for the items that deal with direct relational or instructional interactions between the teachers and children.

Reviewer 2: I am a critic of aspects of the CLASS and even ECERS so perhaps #1 is not best for me to speak to. I think your measure shares some aspects of observation time, discussions with teachers, and could be combined with it in a quality assessment or for professional development purposes. We can discuss some of my critiques of the CLASS "industry" and self-fulfilling circle of findings as well as its limitations in widespread use over coffee/tea sometime :)

- a. Which domains or dimensions in the current draft of the measure do you think would be particularly related to other measures of classroom quality and child outcomes?

Reviewer 1: Items that directly focus on the teacher-child interaction/relationship quality, and the responsiveness of the teacher to the child in terms of acknowledging the child's uniqueness or in terms of the instructional quality.

Reviewer 2: Domains that are most related to other current classroom measures include: training and supervision, environment, toys and materials, visual/aesthetic environment, family involvement (self report mainly) and teacher-child interactions

- b. How well do you think the indicators for each dimension represent low, mid, and high degrees of quality?

Reviewer 1: Fine

Reviewer 2: I think your indicators on draft instrument represent low, mid and high quality well - but if you can try to have more comparable length of descriptions that might be helpful - though highest level often more "involved" or nuanced

- 2) The list of self-report items for activities and the number of vignettes is long. Please circle up to 10 activities and 6 vignettes that you would rate as most important an anti-bias framework.

Activities: **1** **2** **3** **4** **5** 6 7 8 **9** **10** 11 12 13 14 15 16 **17**  
Vignettes: 1 2 3 4 **5** **6** 7 8 **9** 10 11

\*Bold numbers mean both reviewers selected, Underlined numbers mean only one reviewer selected

Reviewer 2: You might add a vignette about y children thinking that Indians lived when dinosaurs did - or lived only in the past... one I've witnessed and in the Southwest etc., critical to counter this one!

- 3) In terms of administering/implementing this measure, I have been thinking of adapting the CLASS observation process, so a researcher would conduct two hour-long observations in each classroom, and then have the administrators and teachers fill out the self-report items following the final observation. To what degree do you think this is workable? What other ideas do you have about how this measure could be best implemented?

Reviewer 1: Two hours may not be long enough. The types of anti-bias interactions that are part of this measure I have heard are difficult to see and it may require a longer time span of observation. Or an observational protocol that spanned over a period of days to increase the likelihood of actually seeing anti-bias and multicultural interactions.

Reviewer 2: I think the instrument would be optimal as part of focused professional development and not decontextualized or isolated evaluation/assessment approach. Try to have a pre-observation session with teachers and spent a bit more time in the room so that children get to know observer just a bit. The length of time sounds OK but often focal items/issues are not high freq occurring so may be tricky to get thicker slice or more valid observations (this is coming from an ethnographer :) I'd also consider a child/small group conversational interview...

- 4) Any other overarching, general comments or questions:

Reviewer 1: The measure is very comprehensive. Since I mainly focus on ethnicity and race, I tended to address my comments to these areas of diversity. My main concern may be that it may not reflect the manner in which "anti-bias" may be executed in programs that are NOT the typical NAEYC-type program for children who are predominantly white and middle class. I don't know if this measure would work in other contexts in which the predominant population in the program and in the community is an ethnic minority that is a majority.

Reviewer 2: I also wondered whether you considered including disability/inclusion or class/income dimensions as part of overall ABC framing? It's fine to focus on the (several) categories you mention, with emphasis on race/ethnicity/cultural and linguistic diversity of course.

If the survey is to be used widely by child care and ECE teachers as well as directors, reading level is something to consider - and have it checked for 5th grade reading level, similar to writing for the "public" - I think directors typically have more education, though not in every case as you know... so that is another consideration.

I can tell a LOT of good thinking, reading and discussion has gone into the draft instrument and description of each category. VERY well written!

APPENDIX E

ANTI-BIAS EDUCATION CLASSROOM QUALITY MEASURE

## Anti-Bias Education Classroom Quality Measure

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**Domain: Organizational Climate (Administrator Self-Report – See Appendix E1)**

Dimension	Low Degree	Mid Degree	High Degree
<p><b>Stating program mission and goals</b></p>	<p>Administrators have no overarching commitment to anti-bias principles reflected in their program’s mission and goals.</p>	<p>Administrators refer to a commitment to anti-bias principles, but they are not given prominence within the center’s mission or goals. Such goals may be documented in writing, but are not shared with teachers, staff members, or families.</p>	<p>Administrators refer to a commitment to anti-bias principles in the center’s mission and goals that encompass multiple aspects of the center’s operations (family engagement, teaching practices, staff training, etc.). Goals regarding anti-bias education are given prominence within the center’s mission, alongside goals for children’s development of academic and other socio-emotional skills. Such goals could include a commitment to equity and equality, respecting and providing instruction regarding children’s differences, and empowering children and parents to be an active part of the learning process.</p>
<p><b>Hiring Staff</b></p>	<p>Administrators have little or no intentionality in hiring practices aligned with ABE. Potential staff members and teachers are solely evaluated on criteria unrelated to ABE.</p>	<p>Administrators recognize the benefits of a diverse staff and will hire a staff member who reflects their served student population or who has ABE experience &amp; values if possible, but do not intentionally target these individuals through recruitment materials or job announcements.</p>	<p>Administrators actively recruit and target diverse staff members and teachers who reflect the program’s served population, add diversity to the typical profile of an ECE teacher, and/or have experience &amp; values aligned with anti-bias education. Job announcements for staff refer to the center’s commitment to anti-bias education and preference for staff who have relevant experience (e.g., bilingual, diversity education). Alternatively, a connection to the local community is established by hiring former parents of students who are trained at the centers.</p>

<b>Training &amp; Supervising Staff</b>	Administrators do not address issues regarding culture, race, gender, ethnicity, and diversity with staff members and these issues are ignored if a conflict or question arises.	Administrators address issues of culture, race, gender, ethnicity, and diversity with teachers only as they arise and provide little or no proactive training on the topic.	Administrators are consistent in providing proactive trainings regarding ABE in the classroom. Administrators encourage staff to address issues that arise with students, parents, or other staff members regarding culture, race, gender, ethnicity, and diversity from an ABE position.
<b>Recruiting Families with Intentionality</b>	Administrators have no intentions to recruit and enroll students who either reflect a diversity of identities or the community in which the center is located. Children might be enrolled based on academic or financial reasons alone, or simply a first-come-first-served basis.	Administrators indicate an intention to recruit diverse families but have no plan for doing so. The end result looks similar to low-quality, as the population of students is not aligned with the center's goals for anti-bias education.	Administrators have a clear plan for family recruitment, and the goals of the center regarding family involvement are clearly stated in recruitment procedures. One on hand, administrators might actively target an ethnically diverse group of students in order to provide a diverse learning environment. Alternatively, their student body may reflect the community in which the center is located in order to engage and empower the local population through high-quality education. Nonetheless, families are enrolled according to the anti-bias goals of the center.
<b>Providing Resources for Families</b>	Centers are not adequately prepared to provide services, financial or otherwise, to families who enroll in their program but have special needs.	Administrators address obtaining services for special needs families on an ad hoc (as the need arises) basis.	Administrators have a clear understanding of their ability to provide for families with special needs through staff services or scholarships, and enroll families accordingly.
<b>Promoting Family Engagement in Child's Education</b>	Administrators do not have overarching policies or programs in place in order to engage families in their children's	Administrators have developed family programs, but they are limited in frequency and scope. For example, there may be particular family engagement	Administrators have developed proactive policies and programs to include families in their children's education and empower them to make educational decisions for their children.

	learning process. Additionally, family engagement programs and policies may be in place, but are not responsive to the backgrounds and needs of the center's population of families	events provided throughout the year, but consistent daily involvement is not encouraged on the programmatic level, and parents are not involved in decision-making processes that contribute to the overarching functioning of the schools.	These practices address the specific needs of the populations and families that the center serves. Parents are involved in some decision-making procedures at the organizational level and have opportunities to engage in classroom and center processes.
<b>Implementing Curriculum</b>	Administrators do not promote organizational programs or activities that address issues of culture, race, gender, difference, or empowerment of students within the center.	Administrators promote center-wide activities that address issues of multiculturalism or diversity, but they are tokenistic in nature, emphasizing difference and culture only on certain holidays or presenting different students and cultures in a stereotypical manner.	Administrators promote center-wide activities and curricula that reflect principles of anti-bias education. Administrators actively encourage the facilitation of activities regarding difference and empowerment surrounding issues of culture, race, gender, etc. These activities are clearly promoted by the administration of the school, as compared to individual teachers.

**Domain: Activities (Observation & Teacher Self-Report – See Appendix E2)**

<b>Dimension</b>	<b>Low Degree</b>	<b>Mid Degree</b>	<b>High Degree</b>
<b>Intentionality regarding general classroom activities</b>	Teachers do not use general classroom activities to address issues of diversity. Teachers cast aside questions and issues regarding identity or difference if they arise in general classroom activities (e.g., ignore a comment that girls cannot play with blocks because they are for boys)	Teachers only provide instruction regarding identity, difference, diversity, and stereotyping in general classroom activities in response to a question or issue that arises from students.	Teachers seize opportunities in general classroom activities (e.g., centers, art, dramatic play, reading, outside time, lunch) to create lessons aligned with anti-bias principles that facilitate discussion and learning about identity, difference, diversity, and stereotyping.
<b>Responsive Teaching Practices</b>	Teachers provide standardized lessons that are	Teachers respond to children's inquiries in the moment and allow	Teachers allow students' interests to be a part of the curriculum, by creating

	<p>inaccessible to student's point of view, focusing on foreign concepts. Teachers also brush students' comments aside in favor of set lessons and plans.</p>	<p>discussion to revolve around a student's questions or needs for the time being, but will not integrate students' interests into overarching classroom lesson plans.</p>	<p>lessons and activities that derive from children's interests and questions, especially regarding identity, race, culture, gender, or disability. Teachers also respond to children's questions and needs regarding these topics in an appropriate manner as issues arise in the classroom.</p>
<p><b>Promoting Identity Awareness</b></p>	<p>Teachers do not plan activities that address issues of children's identities or backgrounds. Children are not given the opportunity to explore their own identities or learn about the similarities and differences between themselves and other students in a positive and constructive manner. This is consistent with a color-blind approach, where diversity is ignored due to the assumption that all children are experiencing the classroom similarly.</p>	<p>Teachers use classroom activities to discuss children's identities, backgrounds, and similarities and differences in a restricted manner. These activities may be limited to the beginning of the year, when children are getting to know one another, and conversations may not pervade through the rest of the school year. Teachers do not need to conduct identity activities every day in order to be considered high quality, but there has to be evidence of some consistency across the year. Additionally, a mid-range score could be achieved if the quality of the activities is low, only exploring surface characteristics and not allowing students to ask questions and engage with both their own identities and those of others.</p>	<p>Teachers use classroom activities to positively discuss children's diverse identities and backgrounds and similarities and differences. All children are empowered to share their identity (race, ethnicity, gender), family background and history with the class through discussions, activities, and projects (e.g., all about me posters, name stories, self-portraits). Comparisons made between different students and adults in the classroom regarding race, skin color, ethnicity, gender, etc. are addressed in a constructive manner, emphasizing similarities AND differences, the origins of such differences, and the meaning of these differences in societal contexts.</p>
<p><b>Involving families</b></p>	<p>Teachers never or rarely welcome parents to be</p>	<p>Teachers welcome parents or other family members into the</p>	<p>Teachers invite parents and other family members to be integrated into the</p>



	<p>present in the classroom and they are not invited to be involved in activities. Teachers might perceive parents as unknowledgeable regarding education and child development and perceive their presence as intrusive.</p>	<p>classroom, but their skills are featured in a tokenistic manner (e.g., Hispanic mothers are only asked to make tortillas for class parties, Japanese mothers only asked to teach Japanese writing). Teachers do not ask parents what they deem important about their identity and background, assuming that that cultural background is the most important aspect to share.</p>	<p>classroom respectfully and honored for a range of skills. Parents who hold community roles or work positions that align with anti-bias principles are encouraged to share their stories (e.g., female businesswomen, African American doctors, male teachers).</p>
<p><b>Celebrating holidays</b></p>	<p>Teachers have an inconsistent policy regarding holiday celebrations. For example, teachers could celebrate only Western or Christian religions/traditions. On the other hand, there could be a strict focus on “other” or “exotic” traditions, intentionally excluding Western holidays in fear of seeming un-PC which “otherizes” non-white middle class students.</p>	<p>Teachers have a standardized policy to recognize all student’s holidays, but celebrations are done so in a tokenistic manner and do not attempt to highlight the cultural traditions of students. Although holidays might be celebrated, other religious traditions might not be respected on a regular basis.</p>	<p>Teachers have standardized policies and activities regarding all holidays, whether they exclude or include all celebrations within their classroom. When holidays are celebrated, they are done so in a non-stereotypical or tokenizing manner. The cultural traditions of families within the classroom are emphasized, allowing children to share their background. Children’s other religious or ethnic traditions are respected and explored through classroom practices (e.g., fasting) even when these traditions aren’t “fun” or include celebrations.</p>
<p><b>Sharing and recognizing cultural backgrounds</b></p>	<p>Teachers do not design activities that highlight non-white middle class cultures. Students who hold different cultural backgrounds are expected to</p>	<p>Teachers design activities that recognize non-white middle class cultures, but they are presented in a tokenistic or stereotypical manner. Non-white middle class cultural norms are not</p>	<p>Teachers design activities in which students’ cultural backgrounds are celebrated and recognized. All students are encouraged to engage in and share their cultural practices with others in the classroom on a regular basis. These cultural</p>

	assimilate to the white middle class standards of ECE.	integrated within the classroom, but presented as “exotic” and are only highlighted on certain days or in certain activities.	practices are not limited to special events or holidays, but could include sleeping, feeding, play, or caregiving routines that are respected within the classroom.
<b>Encouraging cooperation and group building</b>	Teachers do not make an effort for children to engage in group building or cooperative activities with opposite gender or diverse peers, even reactively. Children consistently choose who to work with and which activities to work on, so there is limited interaction between all members of the classroom. Instead, children often interact with the same peers, who might more likely to share similar identities.	Teachers pair or group children with dissimilar peers or those with whom they do not typically engage only when conflict arises. If children are fighting or unable to work together, teachers will facilitate a discussion between the students so they resolve the conflict and find opportunities for those children to engage with one another and	Teachers design activities for children to actively engage with one another, especially non-similar peers. Children are intentionally paired or grouped with dissimilar peers or those with whom they do not typically interact. In these situations, children are required to create common goals, problem solve, and solve conflicts with one another. These could include groups of children with mixed genders, abilities, ethnicity, or primary language.

**Domain: Visual/Aesthetic Environment (Observation)**

<b>Dimension</b>	<b>Low Degree</b>	<b>Mid Degree</b>	<b>High Degree</b>
<b>Displaying anti-bias instructional materials</b>	Instructional materials in the classroom reflect stereotypical images and do not present a range of identities. For example, images only show men and women in stereotypical jobs, with white and able-bodied individuals in positions of power. No diverse family	Images of diverse identities are present, but are not numerically balanced and present marginalized groups (ethnic minorities, disabled people, LGBTQ individuals, etc.) in a tokenistic light. Additionally, the types of diverse identities presented are limited. For example, there could be non-stereotypical images of ethnically diverse	Instructional materials in the classroom reflect a range of identities in a non-stereotypical manner (e.g., community helper posters with diverse individuals in non-stereotypical roles). Images of different family compositions (e.g., single parents, gay or lesbian parents, adopted families, grandparents as the primary caregiver), as well as individuals with various disabilities, are also displayed in the classroom.

	compositions are displayed or celebrated, and there	children and families, but no images of different family compositions or individuals with disabilities are present.	All children's personal identities are represented in classroom posters and images. In a racially/ethnically homogenous classroom, especially of white children, images that reflect that the overall diversity in society are displayed, typically through instructional posters. This teaches students about other groups that might not be represented in the classroom necessarily.
<b>Displaying children's identity and backgrounds</b>	The classroom does not incorporate images of children, families, or staff members into the environment. Only stock materials are present, clearly delineating between the school and home environments.	Limited numbers of images reflecting students' backgrounds are present in the classroom. For example, there may be family pictures on display, but no other reference to student's identities or home backgrounds is present.	Visual items in the classroom reflect the identities and cultural and family backgrounds of students, typically through the use of pictures of the children themselves. This could also include the use of objects, images, and items that reflect a child's home environment in non-stereotypical or tokenizing ways, integrating the school and home environments. No matter the identity of the children, they are represented in the classroom through pictures, classroom, items, stories, etc.

**Domain: Toys and Materials (Observation)**

<b>Item</b>	<b>Low Degree</b>	<b>Mid Degree</b>	<b>High Degree</b>
<b>Availability of a variety of toys and materials that engage with a range of identities and anti-bias principles</b>	Only toys and materials reflecting the mainstream society (e.g., white, middle class) are available in the classroom.	Only limited types of toys and materials that reflect anti-bias education principles are present in the classroom. For example, there may be bilingual books and music, but no dolls or other manipulatives	Various toys and materials are present within the classroom that reflect anti-bias education principles. Classroom toys and materials that are anti-stereotypical in nature include, but are not limited to, art materials, books, puzzles, and pictures,

		<p>that are representative of a variety of ethnicities or races. Additionally, there may be toys and materials that reflect a diversity of genders, races, ethnicity, and skin colors are available, but are presented in stereotypical or tokenistic ways. For example, dolls of ethnic minority groups are only presented in traditional costumes (e.g., kimonos, sombreros), as opposed to integrated into everyday roles in society.</p>	<p>clothing, food and utensils, manipulatives, and music. Toys and materials in the classroom also reflect a diversity of genders, races, ethnicity, and skin colors, allowing all children to see themselves and their culture within the classroom. Toys and materials in the classroom are representative of children's culture, race, ethnicity, and gender, and allow all children to engage with their identities through classroom materials. Various cultures, races, and genders are not presented in tokenistic or stereotypical ways; in contrast, materials portray individuals in non-traditional roles.</p>
<p><b>Ability for children to engage with toys and materials in a variety of ways</b></p>	<p>Only toys and materials reflecting the mainstream society (e.g., white, middle class) are available in the classroom.</p>	<p>Anti-bias toys in the classroom are available for particular activities or when children ask, but are not present or available for play on a regular basis. Additionally, anti-bias materials (books, manipulatives, puzzles, art materials) can be present in the classroom, but children are not encouraged to use them or interact with them on a regular basis. Teachers do not actively direct students' attention to materials that reflect a diversity of identities presented in a non-stereotypical manner, even though they are present in the classroom.</p>	<p>Toys and materials can be used in a variety of ways within the classroom, and are not delegated to a particular activity or space. Anti-bias toys and materials are on constant display in the environment, are available for children to engage with during centers or free play, and are also incorporated into lesson plans, activities, and discussions. Teachers actively encourage children to engage with toys and materials in order to explore their own identities and characteristics (e.g., exploring gender through clothing in dramatic play, discovering novel food or utensils in the kitchen area, bonding with a doll who's skin color reflects their own or their friends).</p>

**Domain: Interactions (Observations and Teacher Vignettes- See Appendix E3)**

<b>Dimension</b>	<b>Low Degree</b>	<b>Mid Degree</b>	<b>High Degree</b>
<b>Engaging children in discussions about difference and identity</b>	Teachers actively avoid discussions of race, gender, culture, ethnicity, difference, and diversity, in fear that engaging in these discussions will make children more likely to stereotype and categorize each other by race, gender, skin color, etc. Teachers might also make stereotypical comments themselves, categorizing classroom items, materials, or activities based on their appropriateness for children of particular genders, ethnicities, races, etc.	Teachers only engage in reactive discussions and dialogue regarding race, gender, culture, ethnicity, difference, and diversity, especially when students are in conflict or exclude other students on the basis of some identity characteristic. Additionally, when issues arise, discussions are only contained to the individuals involved in the incident, and are never extended into larger lesson plans for the class regarding acceptance.	Teachers both proactively and reactively engage children in dialogue and discussion regarding race, gender, culture, ethnicity, difference, and diversity, to negate stereotypes and promote acceptance. Difference is not brushed aside, but meaning is actively made surrounding identity in the classroom on a regular basis. When children use stereotypical, derogatory, or excluding language, teachers correct the behavior in an age-appropriate but direct manner. Discussions can be contained to the individuals involved in the incident, or can be expanded to include the entire group in a lesson about difference or identity.
<b>Highlighting children's skills</b>	Teachers ignore individual differences between students and do not allow opportunities for children to highlight particular skills or facets of their identities. Teachers utilize a "one size fits all" approach to teaching, and do not encourage children to collaborate in order	Teachers recognize individual differences, but only highlight a child's skills or abilities that are consistent with a stereotype of some aspect of that child's identity. For example, boys are consistently asked to help with blocks or sports activities, and Asian students are asked to help with math or other academics. Classroom roles do not allow for skill building, and	Teachers empower children by highlighting their skills, positive characteristics, and background. Teachers might assign classroom roles to students that both feature a child's existing abilities and build new skills. Roles are also assigned in ways that counteract typical systems of power, allowing all children in the classroom opportunities for leadership. Teachers help children's identify their unique skills and talents,

	to share and build skills.	solely highlight skills that children already possess.	and ways that they can use them to engage in the classroom.
<b>Communicating anti-bias education goals and expectations to parents</b>	Teachers and staff members do not discuss goals and expectations regarding anti-bias education with parents. Either the center does not have goals or policies aligned with anti-bias education principles, or they are so peripheral to the center's mission that they are not communicated in any written or verbal form.	Teachers and staff members provide an overview of classroom and center anti-bias education practices and policies at the beginning of the year, but do not return to these discussions consistently throughout the year. Parents are not seen as active participants in the promotion of anti-bias principals, as they might be for achieving goals for academic or socio-emotional development.	Teachers and staff members have open and active communication with parents regarding classroom and center anti-bias education practices and policies both at the beginning of school and as issues arise throughout the year. Parents are expected to follow the classroom's policies regarding anti-bias education when they are in the classroom, including promoting non-stereotypical behaviors and engaging in age-appropriate and constructive discussions regarding difference and identity.
<b>Soliciting parent feedback</b>	Teachers do not solicit feedback or information from parents regarding their child's home environment, either proactively or reactively. There is no room in classroom procedures or policies for individualization based on children's backgrounds, identities, cultural practices, or home routines.	Teachers only ask feedback or information from parents regarding their home environment when an issue or conflict arises with their child. Teachers default to their own styles of discipline when conflict arises, without understanding how a child might respond best until after the incident is over.	Teachers proactively engage parents in classroom processes, by soliciting them for information about their child, home environment, culture, and parenting practices. This allows teachers to integrate features of a child's home context into the classroom environment (e.g., sleeping or feeding practices). It also provides insight for teachers to be able to interact with parents who may have different communication styles (e.g., respect for hierarchy, comfort with technology, language challenges). Parents are also informed about any issues or conflicts that arise with their child and asked for feedback on how to handle

			a conflictual situation.
<b>Anti-bias discourse amongst staff</b>	Staff members do not engage in dialogue regarding anti-bias education, ignoring identity as a crucial characteristic of both themselves and their students.	Staff members and teachers engage in dialogue and discussion with one another regarding race, gender, culture, ethnicity, difference, and diversity, but only in reference to students. No focus is given to staff members' or teachers' own personal identities and how these identities might impact classroom or program processes.	Staff members and teachers engage in dialogue and discussion with one another regarding race, gender, culture, ethnicity, difference, and diversity. Staff members reflect on their own identities and backgrounds and how that affects their teaching strategies and interactions with their students. Staff members also share strategies for implementing anti-bias and culturally responsive practices in their classrooms. Administrators are available to support staff, both regarding classroom practices and issues that arise amongst staff.

APPENDIX E1

ORGANIZATIONAL CLIMATE ADMINISTRATOR SURVEY ITEMS



Definition of anti-bias: Anti-bias education: the creation of a learning environment, through classroom materials, activities, curriculum and interactions, that increases children’s capacity to a) counteract the biases and prejudices they experience and b) build positive concepts regarding themselves and diverse others

Response choices:

Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
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**Stating program mission and goals:**

1. The mission statement and goals of our program clearly and explicitly state a commitment to anti-bias education, as defined above.
2. Our program’s goals regarding anti-bias education, as defined above, are equally as important as our program’s goals regarding the development of academic skills.
3. Our program’s goals regarding anti-bias education, as defined above, are equally as important as our program’s goals regarding the development of other socio-emotional skills.

**Hiring Staff**

1. Our program actively recruits and targets staff members and teachers who reflect the population of children enrolled in our center.
2. Our program actively recruits and targets teachers and staff members who add diversity to the staff (e.g., non-white teachers and staff, male teachers and staff, bilingual teachers and staff).
3. Our program actively recruits teachers who have experience and values aligned with the program’s commitment to anti-bias education.
4. Job announcements reference the center’s commitment to anti-bias education and preference for staff who have relevant experiences.

**Training and Supervising Staff**

1. Our program provides proactive trainings that reflect a commitment to anti-bias education (e.g., diversity in child development and family values, how to include parents in the classroom, how to teach children about differences, discrimination, and stereotyping).
2. Our program has clear opportunities for ongoing support for staff when an issue about culture, diversity, race, gender, or disability arises with students, parents, or staff members.
3. Staff members reflect on their own identities and backgrounds and how that affects their teaching strategies and interactions with their students.
4. Staff members share strategies for implementing anti-bias education with one another.
5. Staff members and teachers engage in dialogue and discussion with one another regarding race, gender, culture, ethnicity, difference, and diversity.

**Recruiting Families with Intentionality**

1. Our program has a clear plan for recruiting families.
2. The center's goals regarding family involvement are clearly stated in recruitment materials.
3. Our center intentionally enrolls students who reflect the community in which the center is located.
4. Our center intentionally enrolls a diverse group of students on a range of characteristics (e.g., race, disability, socioeconomic status).
5. All ranges of family structures and types of families (e.g., gay and lesbian families, adoptive or foster families, grandparent-headed families) are welcome to enroll in our program.

**Providing Resources for Families**

1. Scholarships are available for families with financial needs.
2. Services are available for families with children with special needs or disabilities.
3. Services are available for families with parents or primary caretakers with special needs or disabilities.
4. Services are available for bilingual or English language learning children.
5. Services are available for bilingual or English language learning families.

**Promoting Family Engagement in Child's Education**

1. Families are engaged in program-wide consultations and decision-making processes.
2. Regular events or programs are provided by the center for families to engage with their child's education.
3. Program-wide family events are designed to meet the needs of the families at the center.
4. Families are required to spend time volunteering in their child's classroom.

**Implementing Curriculum**

1. Administrators promote activities in all classrooms across the program that reflect the principles of anti-bias education, as defined above.
2. Curriculum that teaches students about differences in culture, race, and gender is encouraged in all classrooms.

APPENDIX E2

ACTIVITIES TEACHER SURVEY ITEMS

Please select how often you conduct the following activities in your classroom. If you answer at least once per year or more, please provide an example.

Never	A few times per year	About once per month	2-3 times per month	Every Week	Every Day
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1. Use general classroom activities (e.g., centers, art, dramatic play, reading, outside, lunch) to facilitate discussion and learning about identity, difference, diversity, and stereotyping
  - a. Example:
2. Create classroom lessons and activities based on children's interests and questions, especially regarding identity, race, culture, gender, or disability.
  - a. Example:
3. Design activities for children to engage and problem solve with diverse peers
  - a. Example:
4. Pair or group children during activities with peers with whom they do not typically interact
  - a. Example:
5. Require children to create common goals and solve conflicts amongst themselves
  - a. Example:
6. Assign classroom roles that allow all children to have various responsibilities and distribute leadership positions equally
  - a. Example:
7. Promote identity awareness (e.g., race, ethnicity, gender)
  - a. Example:
8. Ask children to share their family background and history with the class
  - a. Example:
9. Facilitate children to explore similarities and differences between themselves and other students in a non-stereotypical manner
  - a. Example:
10. Involve families in classroom activities
  - a. Example:
11. Invite families to share their background, history, and skills with the class
  - a. Example:

12. Inform families of classroom events and news
  - a. Example:
13. Ask families for feedback on children's habits and behaviors
  - a. Example:
14. Celebrate mainstream U.S. holidays
  - a. Example:
15. Celebrate holidays of children in the class
  - a. Example:
16. During holidays, ask children to share their families' traditions
  - a. Example:
17. Share and discuss children's cultural backgrounds
  - a. Example:

APPENDIX E3

INTERACTIONS TEACHER VIGNETTES

Please give a short description of how you would respond if the following scenarios were to occur in your classroom or your center. Please describe any immediate reactions you would have as well as any follow-up conversations or activities you might plan in response to the situation in the long term.

1. Three boys are playing with blocks during free choice time and a younger boy comes along and asks to play. The boys tell the younger student, "You can't play – you're a baby. You'll knock down all the buildings."
2. A girl tries on a firefighter outfit from the dramatic play area. Another student sees her playing and laughs, saying that only boys can be fire fighters.
3. A group of African American students form a "Brown Club" and a group of Caucasian students respond by forming a "White Club." Both groups of students exclude outsiders from joining.
4. A Chinese student is consistently excluded from activities and is made fun of because he doesn't speak English as well as the rest of the students.
5. One student asks another student why his father is in a wheelchair.
6. One student gets upset when the class is making father's day cards because he has two moms and feels like he cannot participate in the activity.
7. When reading a book about Native Americans, one student states, "Indians aren't alive anymore. Didn't they live with the dinosaurs?"
8. A parent is upset that their son has been playing with dolls and dress-up clothes in the classroom and wants him to be prohibited from these activities.
9. A parent is volunteering in the classroom and overhears one student talking about her experiences in a homeless shelter. The parent comes to you because she is concerned that the language and nature of the story is too advanced for other children in the classroom to hear.
10. A parent is concerned that napping and sleeping routines in the classroom are inconsistent with their family's routines
11. A black student teacher enters the classroom for the first time. One student says to the only black student in the classroom, "Look, Adriana, your mother is here!"
12. Conflict arises between staff members, because non-Spanish speaking staff and teachers believe that speaking Spanish is exclusive if not everyone can understand.