

**Master Course Outline
With Sample Syllabus**

**Anti-Bias, Equity, and Diversity in Education
ECED 225**

Course Description:

This course introduces anti-bias and multicultural education, equity, implicit bias, and microaggression awareness as it applies to working with children and families. It examines and challenges prevailing misconceptions, stereotypes, and “isms”. This course offers practical guidance for creating a culturally relevant and anti-bias/multicultural curriculum for children and families. Students practice self-reflection and critical analysis of the four goals of anti-bias education.

Prerequisite: Eligibility for ENG 101 or permission of program coordinator.

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

Course Objective	Alignment with Standards
1. Bias	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: EI/ECSE: Standard 1, Standard 2, Standard 3, Assessment Processes, Standard 4, Standard 5, Standard 6, and Standard 7 • NAEYC: 1a,1b, and 1c; 2a,2b, and 2c; 3a, 3c, and 3d; 4a, 4b, 4c, and 4d; 6a, 6b, 6d • PS&C: 1a.1b.1c and 1d; 2a, 2b, and 2c; and 3a, 3c and 3d; 4a,4b and 4c; 6a, 6b, 6c and 6e • CKC’s: All Domains
2. The Goals of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, 1.4; Partnering with Families, 2.3, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4,

	<ul style="list-style-type: none"> • NAEYC: 1b, 2a, 4c, • PS&C: 1c and 1d, 2a, 4c • CKC's: All Domains
3. Positive social identity as a goal of Anti Bias Education	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4 • NAEYC: 1a, 4a, 4b, 4c and 4d • PS&C: 1a; 1b and 1d, 4a, 4b, and 4c • CKC's: All Domains
4. Diversity as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and Standard,6.5 • NAEYC:1b, 2a, 4a, 4b, 4c and 4d, 6b and 6e • PS&C: 1b, 2a, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
5. Social Justice (fairness vs. unfairness) as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, and 6b and 6e • PS&C: 1c; 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
6. Empowerment as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, 6b and 6e

	<ul style="list-style-type: none"> • PS&C: 1c, 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
7. The Developmental Journey of an Anti-Bias Teacher	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds • EI/ECSE: 1.2.and 1.4, 2.1, 2.2 and 2.3, 3.2, 4.1 and 4.3, 5.1 and 5.2, 6.1 through 6.7, 7.2, 7.3 and 7.4, Standard 8 • NAEYC: 1a through 1c, 2a through 2c, 3a through 3d, 4a through 4d, 6a through 6e • PS&C: 1a through 1d, 2a through 2c, 3a through 3d, 4a through 4c, 6a through 6e • CKC's: All Domains
8 Anti-Bias Learning Community	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families, Collaborating • EI/ECSE: 2.1, 2.3, 3.1, 3.2, 3.3; 4.4, 5.1, 6.1, 6.2, 7.1 • NAEYC: 2.b, 3.d., 6.c. • PS&C: 2.b, 3.d, 6.d. • CKC's: 1.A.1, 1.B.3, 2.A.1, 2.B.3, 3.A.1, 3.A.2, 3.B.4, 4.A.2, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.B.2, 6.A.3, 7.A.1, 7.A.2, 7.B.1
9 Anti-Bias Curriculum	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Literacy and STEM, Social and Emotional Development • EI ECSE: 1.1, 1.2,1.3, and 1.4; 2.3, 5.1 and 5.2; 6.1 through 6.7, 7.2 and 7.3 • NAEYC: 1a, 1b and 1c, 2c, 3a, 4a, 4b, 4c, and 4d, 5a, 5b, and 5c, and 6c • PS&C: 1a, 1b, 1c, and 1d, 2b, 3a, 4a,4b, and 4c,5a, 5b, and 5c. and 6e • CKC's: 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.B.3, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 4.A.1,4.A.3, 5.B.1

Student Outcomes: Upon completion of this course, students will be able to: /

Student Outcomes:	Alignment with standards
1. Define, identify, and examine bias.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: Standard 1, Standard 2, Standard 3, Assessment Processes, Standard 4, Standard 5, Standard 6, and Standard 7 • NAEYC: 1a,1b, and 1c; 2a,2b, and 2c; 3a, 3c, and 3d; 4a, 4b, 4c, and 4d; 6a, 6b, 6d • PS&C: 1a.1b.1c and 1d; 2a, 2b, and 2c; and 3a, 3c and 3d; 4a,4b and 4c; 6a, 6b, 6c and 6e CKC's: All Domains
2. Discuss each of the four goals of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, 1.4; Partnering with Families, 2.3, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4, • NAEYC: 1b, 2a, 4c, • PS&C: 1c and 1d, 2a, 4c • CKC's: All Domains
3. Describe how social identity is formed and how early experiences influence positive social identity.	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4 • NAEYC: 1a, 4a, 4b, 4c and 4d • PS&C: 1a; 1b and 1d, 4a, 4b, and 4c • CKC's: All Domains
4. Demonstrate ways to honor diversity as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and Standard,6.5 • NAEYC:1b, 2a, 4a, 4b, 4c and 4d, 6b and 6e

	<ul style="list-style-type: none"> • PS&C: 1b, 2a, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
5. Create and critique scenarios for fairness vs. unfairness (justice).	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, and 6b and 6e • PS&C: 1c; 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
6. Evaluate ways to empower children to advocate for justice for themselves and others.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, 6b and 6e • PS&C: 1c, 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
7. Reflect on their own developmental journey as an Anti-Bias Teacher:	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds • EI/ECSE: 1.2.and 1.4, 2.1, 2.2 and 2.3, 3.2, 4.1 and 4.3, 5.1 and 5.2, 6.1 through 6.7, 7.2, 7.3 and 7.4, Standard 8 • NAEYC: 1a through 1c, 2a through 2c, 3a through 3d, 4a through 4d, 6a through 6e • PS&C: 1a through 1d, 2a through 2c, 3a through 3d, 4a through 4c, 6a through 6e • CKC's: All Domains
8. Identify the components of an Anti-Bias Learning Community and explain how one would implement each component.	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families, Collaborating • EI/ECSE: 2.1, 2.3, 3.1, 3.2, 3.3; 4.4, 5.1, 6.1, 6.2, 7.1 • NAEYC: 2.b, 3.d., 6.c.

	<ul style="list-style-type: none"> • PS&C: 2.b, 3.d, 6.d. • CKC's: 1.A.1, 1.B.3, 2.A.1, 2.B.3, 3.A.1, 3.A.2, 3.B.4, 4.A.2, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.B.2, 6.A.3, 7.A.1, 7.A.2, 7.B.1
9. Analyze and plan Anti-Bias Curriculum.	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Literacy and STEM, Social and Emotional Development • EI/ECSE: 1.1, 1.2,1.3,and 1.4; 2.3, 5.1 and 5.2; 6.1 through 6.7, 7.2 and 7.3 • NAEYC: 1a, 1b and 1c, 2c, 3a, 4a, 4b, 4c, and 4d, 5a, 5b, and 5c, and 6c • PS&C: 1a, 1b, 1c, and 1d, 2b, 3a, 4a,4b, and 4c,5a, 5b, and 5c. and 6e • CKC's: 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.B.3, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 4.A.1,4.A.3, 5.B.1

Course Content:

Course Content:	Alignment with Standards
1. Bias	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: EI/ECSE: Standard 1, Standard 2, Standard 3, Assessment Processes, Standard 4, Standard 5, Standard 6, and Standard 7 • NAEYC: 1a,1b, and 1c; 2a,2b, and 2c; 3a, 3c, and 3d; 4a, 4b, 4c, and 4d; 6a, 6b, 6d

	<ul style="list-style-type: none"> • PS&C: 1a.1b.1c and 1d; 2a, 2b, and 2c; and 3a, 3c and 3d; 4a,4b and 4c; 6a, 6b, 6c and 6e CKC's: All Domains
2. The Goals of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, 1.4; Partnering with Families, 2.3, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4, • NAEYC: 1b, 2a, 4c, • PS&C: 1c and 1d, 2a, 4c • CKC's: All Domains
3. Positive social identity as a goal of Anti Bias Education	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds, Supporting Social and Emotional Development, • EI/ECSE: Child Development and Early Learning, 1.2, Using Responsive and Reciprocal Interactions, Interventions, and Instruction, 6.4 • NAEYC: 1a, 4a, 4b, 4c and 4d • PS&C: 1a; 1b and 1d, 4a, 4b, and 4c
4. Diversity as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and Standard,6.5 • NAEYC:1b, 2a, 4a, 4b, 4c and 4d, 6b and 6e • PS&C: 1b, 2a, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
5. Social Justice (fairness vs. unfairness) as a goal of Anti-Bias Education	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE: Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, and 6b and 6e • PS&C: 1c; 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains

<p>6. Empowerment as a goal of Anti-Bias Education</p>	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds and Supporting Social and Emotional Development • EI/ECSE Standard 1.4, Standard 5, 5.1 and 5.2 and Standard 6, 6.4 and 6.5 • NAEYC: 1b, 2b, 4a, 4b, 4c and 4d, 6b and 6c • PS&C: 1c, 2b, 4a, 4b, and 4c, 6a, and 6b • CKC's: All Domains
<p>7. The Developmental Journey of an Anti-Bias Teacher</p>	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds • EI/ECSE: 1.2.and 1.4, 2.1, 2.2 and 2.3, 3.2, 4.1 and 4.3, 5.1 and 5.2, 6.1 through 6.7, 7.2, 7.3 and 7.4, Standard 8 • NAEYC: 1a through 1c, 2a through 2c, 3a through 3d, 4a through 4d, 6a through 6c • PS&C: 1a through 1d, 2a through 2c, 3a through 3d, 4a through 4c, 6a through 6c • CKC's: All Domains
<p>8 Anti-Bias Learning Community</p>	<ul style="list-style-type: none"> • OSEP: Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families, Collaborating • EI/ECSE: 2.1, 2.3, 3.1, 3.2, 3.3; 4.4, 5.1, 6.1, 6.2, 7.1 • NAEYC: 2.b, 3.d., 6.c. • PS&C: 2.b, 3.d, 6.d. • CKC's: 1.A.1, 1.B.3, 2.A.1, 2.B.3, 3.A.1, 3.A.2, 3.B.4, 4.A.2, 4.B.1, 4.B.2, 5.A.1, 5.A.2, 5.B.2, 6.A.3, 7.A.1, 7.A.2, 7.B.1
<p>9 Anti-Bias Curriculum</p>	<ul style="list-style-type: none"> • OSEP: Intervention and Instruction, Literacy and STEM, Social and Emotional Development • EI/ECSE: 1.1, 1.2,1.3,and 1.4; 2.3, 5.1 and 5.2; 6.1 through 6.7, 7.2 and 7.3 • NAEYC: 1a, 1b and 1c, 2c, 3a, 4a, 4b, 4c, and 4d, 5a, 5b, and 5c, and 6c

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| | <ul style="list-style-type: none"> • PS&C: 1a, 1b, 1c, and 1d, 2b, 3a, 4a,4b, and 4c,5a, 5b, and 5c. and 6e • CKC's: 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.B.3, 2.B.1, 2.B.2, 2.B.3, 3.A.1, 3.A.2, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.B.4, 4.A.1,4.A.3, 5.B.1 |
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Standards:

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

Key Experiences

Take self-assessments at project Implicit **and** Disciplines Inquiring into Societal Challenges (DISC) SO 1

View the NAEYC video: SO 2

Reflect on holiday celebrations in the classroom after reading <https://www.naeyc.org/resources/blog/anti-bias-and-holidays>
SO 3,4, and 8

Review a variety of children's books and discuss their value in supporting social identity and teaching each of the four goals of an anti-bias curriculum. 1,3,5 and 6

Write your autobiography and describe how your social identity was formed and how your early cultural experiences influenced your social identity. SO 3

Examine and discuss how the four goals of an anti-bias curriculum are and are not evident in a particular preschool classroom environment. Make recommendations. SO 8

In class develop a questionnaire for an early childhood educator. Interview an educator from a cultural group not your own. Submit a written reflection about how they demonstrate ways to honor diversity and how this interview has impacted your own developmental journey as an anti-bias teacher. SO 4 and 7

Create four mini-learning experiences with each focused on one of the following: identity, diversity, social justice, and empowerment and connect to at least one of the NAEYC Early Learning Program Standards. SO 5,6, 8,and 9
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf

Resources

Books:

NAEYC, (2009). Spotlight on Young Children: Equity and Diversity: editors C. Gillanders & R. Procopio

Articles:

Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum

<https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>

Anti-Bias Education for Young Children and Ourselves

National Association for the Education of Young Children Washington, DC

Louise Derman-Sparks & Julie Olsen Edwards

<http://www.p12.nysed.gov/earlylearning/documents/what-is-ABE-derman-sparks.pdf>

NAEYC: Anti-bias education and holidays: making thoughtful decisions

<https://www.naeyc.org/resources/blog/anti-bias-and-holidays>

Articles on Social Identity

<https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/identity-formation/>

<https://ystudios.com/insights-people/influence-on-identity>

https://lisbdnet.com/what-factors-shape-our-identities/#What_3_things_shape_an_individual8217s_identity

Bias Study

https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

Websites:

Advancing Equity in Early Childhood Education NAEYC Position Statement <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf>

Anti-Bias Leaders in Early Childhood Education <https://www.antibiasleadersece.com/>

Code of Ethical Conduct and Statement of Commitment NAEYC Position Statement https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Early Childhood Inclusion DEC and NAEYC Joint Position Statement https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

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

Harvard Implicit Bias Study
<https://implicit.harvard.edu/implicit/takeatest.html>

Videos:

Reflecting on Anti-Bias Education In Action the Early Years
<https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

A.B.E Guidebook to accompany video above
https://www.antibiasleadersece.com/wp-content/uploads/2021/05/EX_ABE_Guidebook_v3.pdf

Anti-bias curriculum
<https://www.youtube.com/watch?v=NPKXKEWfSzQ>

Anti-bias lessons help preschoolers hold up a mirror to diversity (PBS)
<https://www.youtube.com/watch?v=s3iM7yIhde0>

Black and White Doll Experiment
<https://www.youtube.com/watch?v=QRZPw-9sJtQ>

Video Explaining Justice to young children:
<https://www.youtube.com/watch?v=ltj3rhj2xJc>

Anti-Bias Practices in Early Education: A reflective PLC: Part 2

<https://www.bing.com/videos/search?q=anti-bia+early+education+documentary&&view=detail&mid=19EE0736BACA289F941219EE0736BACA289F9412&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Danti-bia%2Bearly%2Beducation%2Bdocumentary%26FORM%3DHDRSC4>

Anti-bias Education Starts with Identity

<https://www.bing.com/videos/search?q=anti-bia+early+education+documentary&&view=detail&mid=B084BA15D5C79CBA9E3EB084BA15D5C79CBA9E3E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Danti-bia%2Bearly%2Beducation%2Bdocumentary%26FORM%3DHDRSC4>

Voices of Children

<https://worldforumfoundation.org/workinggroups/childrens-rights/voc-documentary/>

Podcasts

Podcast of Walter Gilliam on Expulsion/Implicit Bias

<https://www.futurehindsight.com/episode/implicit-teacher-bias-walter-gilliam/>

Unconscious Bias in Schools podcast

<https://www.gse.harvard.edu/news/19/11/harvard-edcast-unconscious-bias-schools>

The Myth of the Single Story (TED Talk)

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Children's Books:

Early Childhood Children's Books supporting Anti-Bias Education: Recommended by Debbie LeeKeenan

<https://www.antibiasleadersece.com/wp-content/uploads/2019/08/ABE-Childrens-Bibliography-2019.pdf>

Social Justice:

<https://childrenslibrarylady.com/social-justice-picture-books/>
<https://www.rebekahgienapp.com/social-justice-picture-books/>

Diversity books:

<https://childhood101.com/picture-books-celebrating-being-who-you-are-individuality/>

Identity:

https://search.yahoo.com/yhs/search?hsparm=trp&hsimp=yhs-001&grd=1&type=Y143_F163_201897_051421&p=Identity%3A+https%3A%2F%2Fchildrenslibrarylady.com%2Fbooks-about-identity%2F+Anti-Bias books: <https://www.teachingforchange.org/selecting-anti-bias-books>

Amazing Grace by Mary Hoffman
Can I Play Too? by Mo Willems
Pink is for Boys by Robb Pearlman
Julian Is a Mermaid by Jessica Love
Last Stop on Market Street by Matt de la Pena
Mixed: A Colorful Story by Arree Chung
We'll Paint the Octopus Red by Stephanie Stuve-Bodeen
Those Shoes by Maribeth Boelts
The Name Jar by Yangsook Choi
The Invisible Boy by Trudy Ludwig
The Day You Begin by Jacqueline Woodson
47 Strings by Becky Carey
My Friend Isabelle by Eliza Wolson
Susan Laughs by Jeanne Willis
Strictly No Elephants by Lisa Mantchev
Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are

Other Resources:

The DISCs Project Self-Assessment Tool is intended to help users gauge their own levels of competence and comfort in the themes of gender-consciousness, interculturalism, and community both in their individual pedagogical practices and wider academic engagements. It should take about 15 minutes to complete the tool, but this may vary depending on how much time you need to think about the statements posed. Based on your assessment, you will be provided with useful readings and resources to help you further explore these issues.

<https://discs.ie/discs-self-assessment-tool>

Social Justice Resources

[Teaching Young Children About Bias, Diversity, and Social Justice | Edutopia](#)

5 Elementary Strategies Elementary school is a time ripe for these discussions. Provided that teachers have the right tools and resources and use developmentally appropriate language and activities, teaching about these concepts can be rich and engaging for children, laying the groundwork for more sophisticated understanding when they move into the tween and teen years.

Article with links to books:

Social Justice Resources:

<https://socialjusticebooks.org/teaching-young-children-about-race/>

[Teaching Young Children about Race - Social Justice Books](#)

A Guide for Parents and Teachers. We share with you here an excerpt from the book Anti-Bias Education for Young Children and Ourselves. The book offers practical guidance to early childhood educators (including parents) for confronting barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity; most importantly, it includes tips for adults and ...

socialjusticebooks.org

Self-Advocacy Resources:

<https://www.understood.org/articles/en/how-to-build-the-foundation-for-self-advocacy-in-young-children>

[How to Build Self-Advocacy in Young Children | Understood - For learning and thinking differences](#)

Young kids may not have the self-awareness to speak up for what they need. But you can help your child build the foundation to become a self-advocate. Here's how.

www.understood.org

For Children with Developmental Language Disorder:

https://www.youtube.com/watch?v=Maz_j7RGPgE

[Teaching Self Advocacy to Children with Developmental Language Disorder](#)

by Meghan Vollebregt A Western DLD2 Final Project A video about the importance of explicit teaching of self-advocacy skills to elementary school-aged children with developmental language disorder (DLD).

Other Professor Resources:

Association of College and University Educators: Inclusive teaching practices toolkit:

<https://acue.org/inclusive-teaching-practices-toolkit/>

Teaching Anti-Bias Curriculum in Teacher Education Programs: What and How

Miranda Lin, Vickie E. Lake, & Diana Rice

<https://files.eric.ed.gov/fulltext/EJ817318.pdf>

UConn UCEDD

Date	Topic and Learning Activity	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
Week One	<p>Introductions</p> <p>Bias</p>	CO 1	<p>*Take self-assessments at project Implicit and Disciplines Inquiring into Societal Challenges (DISC) https://discs.ie/discs-self-assessment-tool https://implicit.harvard.edu/implicit/index.jsp</p>	SO 1
Week Two	The Goals of Anti-Bias Education	C.O. 2	<p>*View the NAEYC video: https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/ Read article: https://www.p12.nysed.gov/earlylearning/documents/what-is-ABE-derman-sparks.pdf</p>	SO 2
Week Three	<p>Positive social identity as a goal of Anti Bias Education</p> <p>*Review a variety of children’s books and discuss their value in supporting social identity and each of the four goals of an anti-bias curriculum.</p>	C.O. 2, 3, 4, 5	<p>*Write your autobiography and describe how your social identity was formed and how your early cultural experiences influenced your social identity.</p>	S.O. 3
Week Four				
Week Five	Diversity as a goal of Anti-Bias Education		*Reflect on holiday celebrations in the classroom after	SO 3,4, and 8

			reading https://www.naeyc.org/resources/blog/anti-bias-and-holidays	
Week Six				
Week Seven	Social Justice (fairness vs. unfairness) as a goal of Anti-Bias Education			
Week Eight				
Week Nine	Empowerment as a goal of Anti-Bias Education			
Week Ten				
Week Eleven	The Developmental Journey of an Anti-Bias Teacher		*Written reflection about an interview with an early childhood educator from a cultural group not your own and how they demonstrate ways to honor diversity and how this interview has impacted your own developmental journey as an anti-bias teacher.	SO 4 and 7
Week Twelve	Anti-Bias Learning Community	C.O. 8	*Examine and discuss how the four goals of an anti-bias curriculum are and are not evident in a particular preschool classroom environment. Make recommendations.	SO 8
Week Thirteen	Anti-Bias Curriculum		*Create four mini-learning experiences with each focused on one of the following: identity, diversity, social justice, and empowerment and connect	SO 5,6, 8, and 9

			to at least one of the NAEYC Early Learning Program Standards. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf	
Week Fourteen				
Week Fifteen	Final Presentations			

***Key Experience**