***From All to Each and Every:***

**Building a Consistent, Statewide Emphasis on Full Participation and Equity[[1]](#footnote-2)**

**Session 422**

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1. **Evolving National Context for Full Participation and Equity**

**Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation**

*The Institute of Medicine’s seminal report supports building a workforce unified by the science of child development and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.*

Source:[**http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx**](http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx)

**Power to the Profession**

*Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.*

Sources: [**https://www.naeyc.org/our-work/initiatives/profession**](https://www.naeyc.org/our-work/initiatives/profession)

[**https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456**](https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456)

**Draft Professional Standards and Competencies for Early Childhood Educators**

*The second public draft of this document includes references for each standard, a glossary, and, most importantly, a first draft of the leveling of the standards and competencies to the ECE I, II and III levels recommended in Power to the Profession.*

Source: [**https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies**](https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies)

**NAEYC Position Statement: Advancing Equity in Early Childhood Education**

*Although equity and diversity are referenced in our NAEYC’S core values and beliefs, they have never had a separate position statement focused solely on these issues. Based on multiple drafts and significant feedback, this position statement was approved by the Governing Board in April 2019.*

Source: [**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)

**Culturally Responsive Teaching**

*This document starts by defining culturally responsive teaching (CRT) and delineating the benefits to children and families that accrue from teachers who are prepared to implement CRT. Teacher competencies that promote CRT are spelled out and followed by an analysis of ways in which professional teaching standards are being used to build a diverse pool of educators who are prepared to demonstrate culturally responsive teaching. Author Jenny Muniz also shows how the teacher competencies in each state stack up and provides excerpts from excellent teaching standards to serve as models.*

Source: [**https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally\_Responsive\_Teaching\_2019-03-28\_130012.pdf**](https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf)

1. **The Vermont Guiding Principles1**
2. **Models of Change**
* Bradshaw, W. (2013). **A framework for providing culturally responsive early intervention services**. *Young Exceptional Children, 16*(1), 3-15.**1**
* **Bank Street Center on Culture, Race and Equity Model of Change1**

[**https://www.bankstreet.edu/our-work-with-schools-and-communities/bank-street-education-center/center-on-culture-race-equity/ccre-approach/**](https://www.bankstreet.edu/our-work-with-schools-and-communities/bank-street-education-center/center-on-culture-race-equity/ccre-approach/)

* **Equity Action Framework: Racial Equity in Early Childhood System1**

[**http://buildinitiative.org/Portals/0/Uploads/Documents/Work/LearningCommunity/2017BUILDNationalMeeting/EquityActionFramework.pdf**](http://buildinitiative.org/Portals/0/Uploads/Documents/Work/LearningCommunity/2017BUILDNationalMeeting/EquityActionFramework.pdf)

1. **Building a Consistent, Statewide Emphasis on Full Participation and Equity**
2. **Vocabulary**
* All → Each and every
* Parents → Families or Parents and Families
* Inclusion → Full participation

**Early Childhood Inclusion**

*Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her fam­ily, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired re­sults of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defin­ing features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.*

Source: DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).* Chapel Hill: The University of North Carolina, FPG Child Development Institute. [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

* NBCDI - Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion [**https://tinyurl.com/y4wovfwv**](https://tinyurl.com/y4wovfwv)
1. **Personal/Individual**
* Equity Resources handout**1**
* Center for Equity & Excellence Community-Based Equity Audit

[**http://ireeinc.com/file\_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161**](http://ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161)

1. **Professional**
* Evidence for the Guiding Principles**1**
* The Right Stuff (listserv) **-** [**https://fpg.unc.edu/presentations/right-stuff**](https://fpg.unc.edu/presentations/right-stuff)
	+ Free annotated resource collections - **<https://fpg.unc.edu/presentations/vermont-resource-collections>**
	+ Personas - [**https://fpg.unc.edu/presentations/vermont-resource-collections**](https://fpg.unc.edu/presentations/vermont-resource-collections)
	+ Listening to Family Stories**1**
1. **Institutional/Systemic**
* Professional Development – Master Classes
* Systemic
	+ Guiding Principles on each table
	+ Endorsement
	+ STARS evolution (QRIS) process
	+ Build into applications

DISCUSSION: How can Vermont construct a QRIS system that advances equity for each and every child and family?





**Center for Equity & Excellence Community-Based Equity Audit** [**http://ireeinc.com/file\_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161**](http://ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161)

1. Handouts and PowerPoints for this session are at [**https://fpg.unc.edu/presentations/all-each-and-every-1**](https://fpg.unc.edu/presentations/all-each-and-every-1)  [↑](#footnote-ref-2)