**Tools and Checklists[[1]](#footnote-1)**

**to support implementation of the Vermont Guiding Principles**

**Frameworks**

Bank Street Center on Culture, Race and Equity Model of Change

[**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/)

★ Bradshaw, W. (2013). A framework for providing culturally responsive early intervention services. Young Exceptional Children, 16(1), 3-15.

**CLASSROOM / Program TOOLS**

Creating an Anti-Bias Learning Environment: Assessing Yourself and Your School Checklist **<https://www.adl.org/media/2182/download>**

Community-Based Equity Audit **<http://ireeinc.com/file_download/f9e45cdd-8b0e-414b-bae0-8b1f85b54161>**

Equitable Classroom Practices Observation Checklist

[**http://www.signetwork.org/content\_page\_assets/content\_page\_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf**](http://www.signetwork.org/content_page_assets/content_page_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf)

Including Children with Special Needs: Are You and Your Program Ready? [**http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf**](http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf)

★ Member of the Class: Teacher’s Guide

[**http://headstartinclusion.org/sites/default/files/teachers%20guide-MOC.pdf?q=hscenter/sites/default/files/teachers%20guide-MOC.pdf**](http://headstartinclusion.org/sites/default/files/teachers%20guide-MOC.pdf?q=hscenter/sites/default/files/teachers%20guide-MOC.pdf)

★ Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (English and Spanish)

[**https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders)

Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families

[**https://eclkc.ohs.acf.hhs.gov/culture-language/article/program-preparedness-checklist-version-5**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/program-preparedness-checklist-version-5)

★ Pyramid Model Equity Coaching Guide

[**https://new.apbs.org/sites/default/files/conference-2016/presentations/2018-03%20Coaching%20Manual%20RevisedA.pdf**](https://new.apbs.org/sites/default/files/conference-2016/presentations/2018-03%20Coaching%20Manual%20RevisedA.pdf)

Tool for Organizational Self-Assessment Related to Racial Equity

[**http://static1.squarespace.com/static/5501f6d4e4b0ee23fb3097ff/t/556d3ee9e4b031a6bf4387cf/1433222889078/Tool-for-Organizational-Self-Assessment-Related-to-Racial-Equity-2014.pdf**](http://static1.squarespace.com/static/5501f6d4e4b0ee23fb3097ff/t/556d3ee9e4b031a6bf4387cf/1433222889078/Tool-for-Organizational-Self-Assessment-Related-to-Racial-Equity-2014.pdf)

**INDIVIDUAL TOOLS**

Creating an Anti-Bias Learning Environment: Assessing Yourself and Your School Checklist **<https://www.adl.org/media/2182/download>**

The Mindful Reflection Protocol: A Process for Checking Unconscious Bias

[**https://connect.issaquah.wednet.edu/intranet/teaching\_and\_learning/equity--cultural-competence/august-isd-conference-2017/m/documents/315211/download**](https://connect.issaquah.wednet.edu/intranet/teaching_and_learning/equity--cultural-competence/august-isd-conference-2017/m/documents/315211/download)

Reflection: The First Step for Addressing Bias in Infant and Toddler Programs

[**https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling**](https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling)

Self-Study Guide for Reflecting on Anti-Bias Curriculum Planning and Implementation

[**https://nameorg.org/learn/photos/Chen\_et\_al.\_2009\_Becoming.pdf**](https://nameorg.org/learn/photos/Chen_et_al._2009_Becoming.pdf) (From Becoming a Culturally Responsive

Early Childhood Educator: A Tool to Support Reflection by Teachers Embarking on the Anti-Bias Journey)

**FAMILY ENGAGEMENT TOOLS**

Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs

[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-checklist-for-programs.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-checklist-for-programs.pdf)

Family Engagement Toolkit [**http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx**](http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx)

* Equity and Access for District Leaders: Emphasizing Equity and Access through Two-Way Communication
* Equity and Access for Families: Your Family Has a Voice
* Equity and Access for Families: Your Family is Extraordinary
* Equity and Access for Principals: Engaging All Families in Student Learning

**DRAFT Listening to Family Stories**

Toolkit of Resources for Engaging Families and the Community as Partners in Education

Part 1: Building an understanding of family and community engagement

[**http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf)

Part 2: Building a cultural bridge

[**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf)

Part 3: Building trusting relationships with families and the community through effective communication

[**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf)

Part 4: Engaging all in data conversations

[**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4\_May2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf)

**PROFESSIONAL DEVELOPMENT TOOLS**

Critical Practices for Anti-Bias Education

[**https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices\_0.pdf**](https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf)

Developing Cultural Critical Consciousness and Self-Reflection in Preservice Teacher Education

[**http://www.wou.edu/~tmcwilliams08/Developing%20Cultural%20Critical%20Consciousness\_files/ContentServer.pdf**](http://www.wou.edu/~tmcwilliams08/Developing%20Cultural%20Critical%20Consciousness_files/ContentServer.pdf)

*In this article, the authors argue that developing personal and professional critical consciousness about racial, cultural, and ethnic diversity should be a major component of preservice teacher education. They also suggest both strategies and resources for accomplishing this.*

**DRAFT** The Vermont Guiding Principles in Action for Professional Development (PD) Providers

1. Compiled by Camille Catlett; supported by the Vermont Agency of Education and the Vermont Race to the Top grant. This content is current as of September 2018. [↑](#footnote-ref-1)