

Equitable Interactions in Early Childhood Education

Stephanie Curenton and Bridget Hamre

Before we begin:

- 1) We're recording and you'll receive a link to the recording tomorrow!
- 2) You'll also receive a certificate of attendance and links to any resources mentioned.
- 3) Use the Q&A box to ask any questions you may have.

Mission:

Help *every* child reach their full potential by measuring and improving the interactions that matter most.



What is your role?



Teacher



Coach/Mentor



Administrator



Observer

Quick Check-In

- 1) Poll: Is your program currently
 - 100% remote
 - Hybrid
 - Mostly or completely in-person

- 2) Use the Q&A box to share- What are your concerns or area of focus when it comes to equitable classroom interactions?



Today's Discussion



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CEO and Co-Founder,
Teachstone

Purpose

- To discuss practical, research-based strategies to promote equitable teaching so that every child can experience life-changing teaching interactions
- **Assessing Classroom Sociocultural Equity Scale (ACSES)**

A few facts...

- Black children account for just 18% of preschool enrollment but almost half (48%) of the children suspended more than once.
- 82% of public school teachers are white, but research shows that Black students who have just one Black teacher by third grade are 13 percent more likely to enroll in college
- Teachers tend to more closely observe black children, especially black boys, when challenging behaviors are expected. (Gilliam et al., 2016)

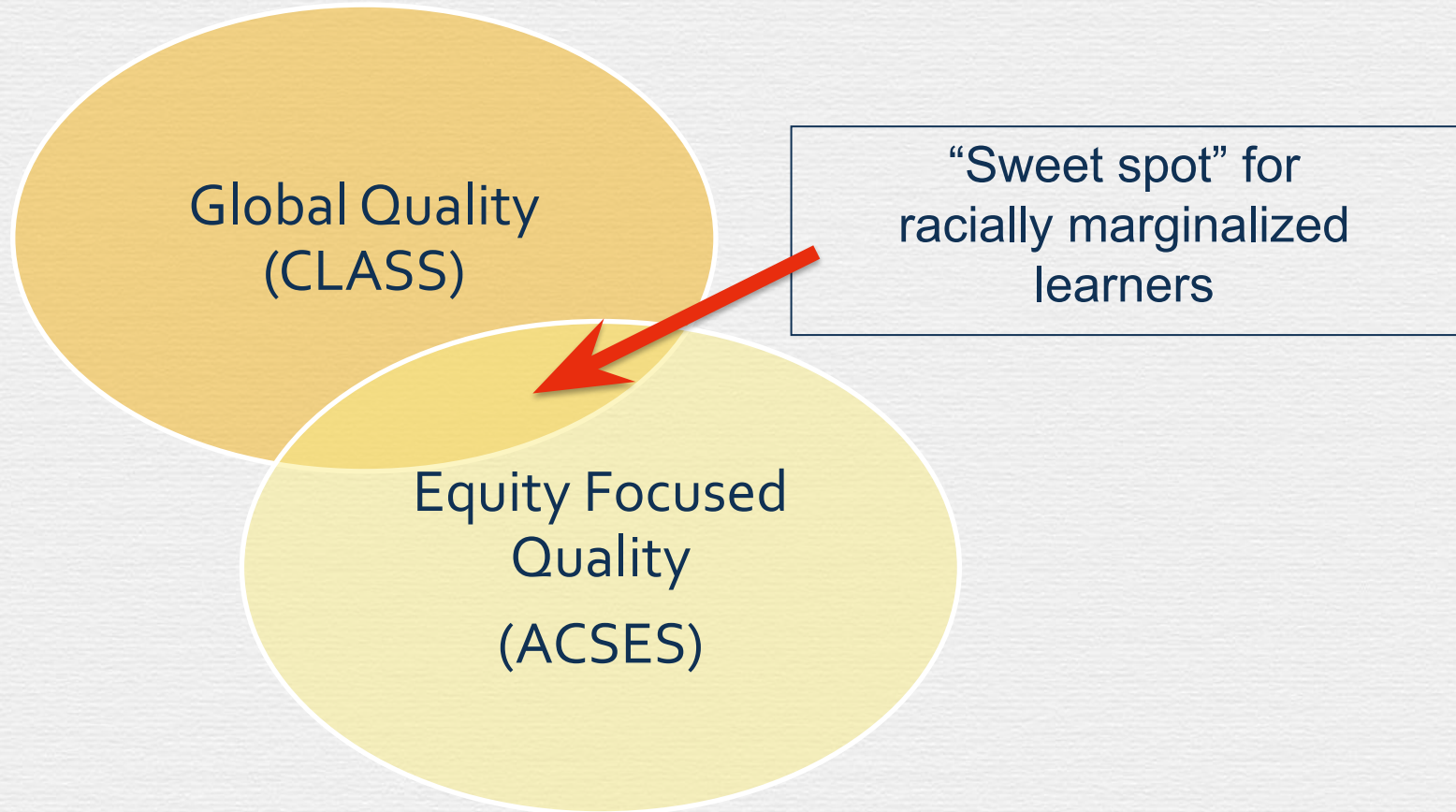
1.

Why is it important to focus on racial equity in classroom interactions?

Why view quality from perspective of RMLs?

- RMLs might experience the classroom differently, even when that classroom is still high quality
- Research shows that children of color are treated differently, especially when these children are in predominantly White or mixed classrooms or when RMLs may have behavior challenges
- To enhance RMLs achievement they might need an interaction that is more frequent or specific in nature; this is the very nature of what equity is – responding to each child according to their needs

Two “Lens” to View Quality



**Are racially equitable interactions
the same as culturally responsive
interactions?**

How would you view classroom quality with a racial equity lens? What would you look for?

What is an Equity Focused Quality View?

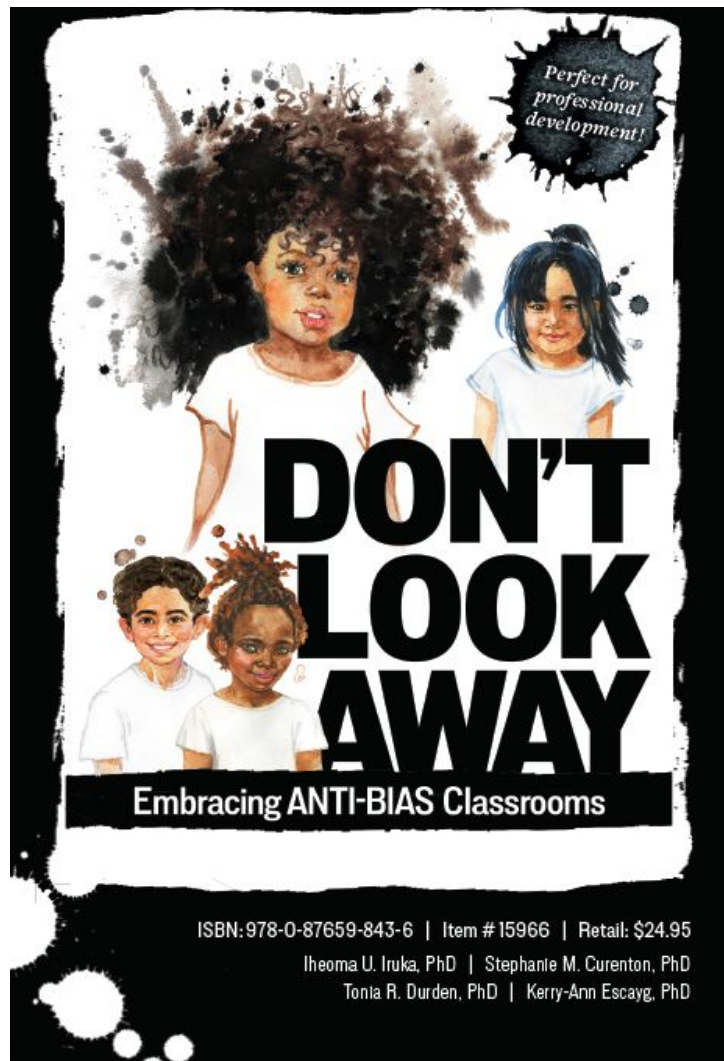
- ❑ Challenging Status Quo Knowledge
- ❑ Equitable Learning Opportunities
- ❑ Inequitable Discipline
- ❑ Connections to Home Life
- ❑ Personalized Learning Opportunities
- ❑ RMLs Participation and Engagement





As we expand our understanding of quality to include racial equity, how might that change the field?

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ceed 
Center on the Ecology of Early Development

CLASS Learning Community

- Network with other educators
- Ask questions & share ideas
- Download free resources
- Get tips from experts
- Learn how others are using CLASS



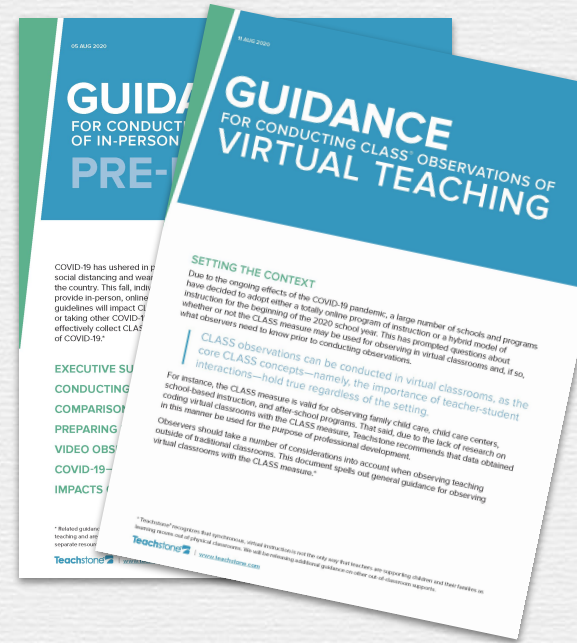
Free Resources

Virtual Teaching

- Guidance for Conducting CLASS Observations
- Effective Interactions in Virtual Classrooms During COVID-19
- Pre-K/K-3 CLASS Concepts for Virtual Learning

In-person Socially Distanced Teaching

- Guidance for Conducting CLASS Observations
- Effective Interactions in Socially Distanced Classrooms During COVID-19
- Pre-K/K-3- CLASS Concepts for Socially Distanced Classrooms
- Toddler- Planning for Socially Distanced Relationships & Regulation
- Infant- Planning for Attachment in a Socially Distanced Setting



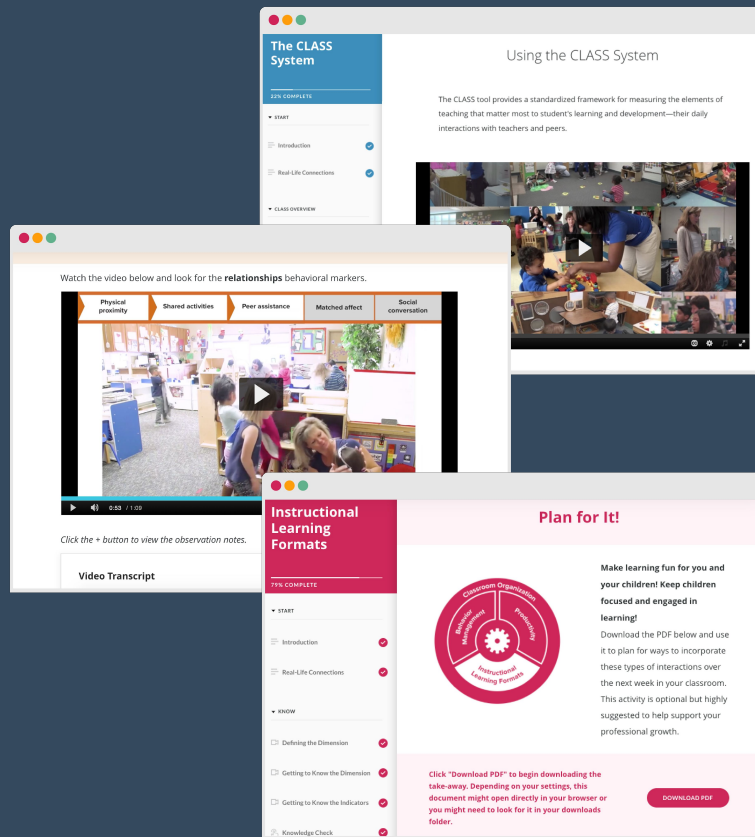
Trauma-Informed Training

- Trauma-Informed CLASS professional development
- Online course:
 - How to See Behavior as Communication
 - How to Promote Resilience
 - Building Relationship Equity in Your Classroom
 - How to be an Anti-bias, Trauma-informed Educator
- Transfer to practice webinar
- Emotional support kit



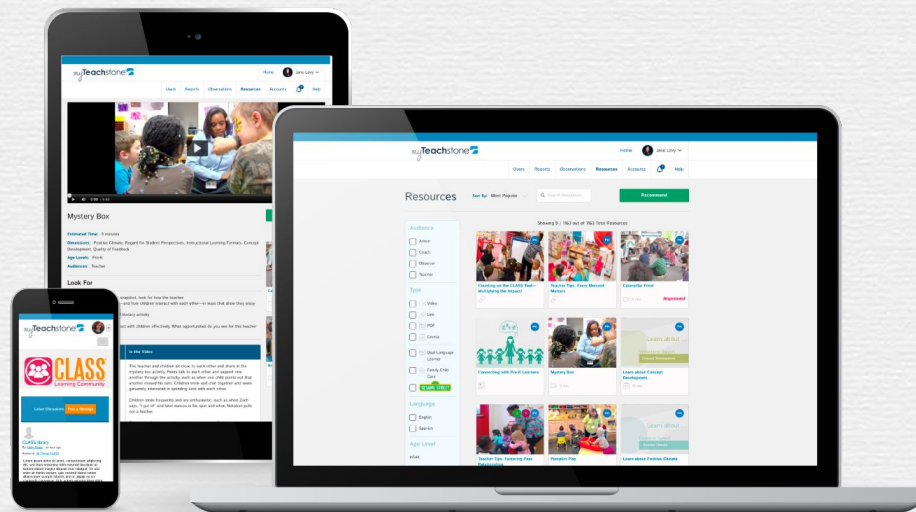
CLASS Foundations for Teachers Online Course

- Affordable way for teachers to learn core CLASS skills
- 4 online courses: a primer course and a course on each CLASS domain
- Provides a structure for learning
- Videos of real classrooms
- Reflecting and planning for the future



myTeachstone Learning Resources

- Empower teachers to continue learning about effective interactions with or without a coach.
- Coaches can provide teachers with ongoing professional development and stay in more frequent contact.



myTeachstone™



Thank You!

