Division for Early Childhood of the Council for Exceptional Children
Resources within Reason

*Resources to Support Culturally and Linguistically Responsive Practices*

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Ensuring that all children are supported to reach their full potential and have access to learning oppor- tunities that are equitable and strengths-based is central to high quality teaching and professional development. Here are some resources that may help you to create spaces and opportunities that value the identities and experiences of *all* children and families.

**[Competencies for Culturally Responsive Teaching](https://www.newamerica.org/education-%20policy/reports/culturally-responsive-teaching/teacher-%20competencies-that-promote-culturally-responsive-teaching/)** This report from New America identifies eight competencies for culturally responsive teaching (CRT). These competencies describe what professionals should know and be able to do and reflect asset-based approaches that position the language, cultures, and identities of students as strengths that can be leveraged to bridge rigorous new learning. Check out the link below to learn more about how CRT can benefit *all* students through individualized instruction that honors childrens’ varied identities and experiences.

[**Culturally Responsive Teaching: A Reflection Guide**](https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf) This is a great tool to help guide reflection about how to implement the 8 competencies described in the article above. Also by New America, this guide is intended to support the reflective practice and ongoing learning of culturally responsive teachers. The reflection questions for each competency would be valuable to faculty, coaches, mentors, administrators, and others who are committed to developing a deeper under-standing of culturally responsive practices. Use of this resource would support self-appraisal, goal setting, and make critical conversations across the eight competencies more concrete.

[**Developing Culturally and Linguistically Appropriate Behavior Guidance Policies**](https://www.researchgate.net/publication/335683944_Using_th%20e_Teaching_and_Guidance_Policy_Essentials_Checklist_to_Devel%20op_Culturally_and_Linguistically_Appropriate_Behavior_Guidanc%20e_Policies) describes how to revise program policies to support practices that promote equity and inclusion for all children.

# [Reflecting on Anti-bias Education in Action: The Early Years](https://www.antibiasleadersece.com/the-film-reflecting-on-)

This 48-minute film features the voices of educators in diverse early childhood classrooms. Vignettes demon- strate anti-bias strategies and the critical importance of reflection on identity, context, and practice in anti- bias education. The film presents four anti-bias goals that foster critical thinking and encourage a deep understanding of the complexity of the issues that arise when implementing anti-bias education. The entire film has closed captions in English, Spanish, and Chinese.

# [Quality UPK Teachings in Diverse Settings](https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf)

This study describes culturally relevant and linguistically sustaining teaching practices that are rooted in the science of how young children learn. Make sure to check out the photos of what these practices look like in action and consider how play, active learning, and meaningful, authentic experiences support the development of positive self-identity and empathy across cultures, languages, and socioeconomics.

# [Advancing Equity](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf)

This 2019 resource from NAEYC, which was endored by DEC, offers recommen-dations for educators and practitioners. Read the whole document, and then return to pages 17-18 for the definition of key terms such as ability, ableism, and bias.

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