

# Culturally Thriving and Socially Just Early Childhood Education

## Syllabus: *In-Person Course*

### Instructor Contact Information

**Name:**

**Email:**

**Phone:**

**Office location:**

**Office hours:**

### Course Description

The personal responsibility and civic mandate of education professionals is to provide a holistic instructional approach that meets the academic, cultural, and emotional needs of diverse learners at their developmental level. Accordingly, this course's content emphasizes personal, professional, and social accountability to quality education and social justice.

The primary purpose is to support in-service and pre-service early learning educators in the development of cultural awareness and responsiveness, in addition to a holistic approach to effectively teaching diverse populations of learners.

This is an outcomes-based course. You will explore the concept of multicultural education; reflect on individual, collective, and institutional biases, prejudices, and systematic oppression; and critically apply culturally responsive instructional practices in a manner that promotes academic achievement, emotional wellness, and healthy identity development within young children. You will also engage in experiential learning activities in which you will review, reflect, and respond to matters of culture, equity, and race in early learning settings.

### Objectives

The underlying assumption upon completion of this course is you will be equipped with the foundational attitude, knowledge, self-awareness, understanding, and skillsets needed to routinely integrate multicultural education principles into practice, provide proficient culturally responsive instruction to a diverse population of students, and engage in effective cross-cultural interactions with families, colleagues, and community members.

You will:

1. Enhance your understandings and knowledge about cultural diversity, multicultural education, oppression, and social justice
2. Reflect on instructional practices and make culturally responsive modifications
3. Self-reflect and discover your own ways to practice self-care
4. Engage constructively in cross-cultural relationships
5. Begin to execute developmentally appropriate, equity-driven approaches in your attitude, curriculum, and environment while undoing institutionalized racism

In support of the course objectives, you will read about, discuss, and use grounding conceptual frameworks, including:

- Multicultural Education
- Culturally Responsive Teaching
- Experiential Learning
- Reflective Practice
- Affective Teaching

Course topics of study include, but are not limited to:

- Anti-bias Education
- Culture and diversity
- Culturally Responsive Pedagogy
- Developmentally Appropriate Practice
- Human development
- Inclusion
- Learning environments
- Multicultural Education
- Power and privilege
- Race and social justice
- Reflective Practice

## Grading

Participation/Professionalism	30%
Weekly Literature Review Assignments	10%
Current Events Scrapbook	10%
Weekly Multicultural Education A.C.E. Self-Assessments & Reflective Practice	15%
In-class projects	15%
Remaining Assignments	20%

## Expectations

### **Participation/Professionalism** (30%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions. You are also expected to contribute to online discussions and CORP group feedback.

### **Weekly Literature Review Assignments** (10%: Grading per assignment rubric)

Each week you are expected to choose an article that reflects the topics of study and write a 400-500-word response.

### **Current Events Scrapbook** (10%: Grading per assignment rubric)

Each week, you are expected to collect 1-2 current events from a variety of sources and write a short description about how the event(s) influence(s) your perspective as a multicultural educator. You will collect your current events in a scrapbook and turn it in at the end of the course, at which point you should have a minimum of 9 current events.

**Weekly Multicultural Education A.C.E. Self-Assessments & Reflective Practice** (15%: Grading per assignment rubric)

Each week, you will complete a self-assessment of your Attitude, Curriculum, and early learning Environment. You will use the information from your self-assessment to engage in reflective practice. At the end of the course, you will reflect on how your attitude, curriculum, and environment has evolved over time.

**In-class Projects** (15%; Grading per assignment rubric)

You will complete three in-class projects throughout the duration of the course: A Multicultural Education Storybook, Multicultural Education Resource Box, and Multicultural Education Improvement Plan. Each session has dedicated time at the end to work on the project deliverables in-class, and each project itself spans 3-4 sessions.

**Remaining Assignments** (20%: Grading per assignment rubric)

Throughout the course you will complete a variety of additional assignments, including but not limited to developing culturally responsive lesson plans/activities and video recording yourself implementing them in the classroom, writing your own sociocultural autobiography, and composing a social justice statement for your early learning classroom and/or program.

### Note on Video Recording

As noted above, in some assignments participants are asked to video record classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and detailed guides for video recording and editing for use with the EarlyEdU Coaching Companion.

### Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

## Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

We want you to have the best possible experience in this class. At the *(your institution)*, we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please seek a meeting with *(Insert the department or person at your institution responsible for special accommodations)* to discuss and address them. If you have already established accommodations with that office, please inform your instructor about the approved accommodations as soon as possible so we can discuss your needs in this course.

## Course Authors

This course was collaboratively developed by the following consultants and writers:

- **Dr. Sharon Knight**, Chief Executive Officer of [DSK-Culturally Responsive Educational Services, LLC](#)
- **Kayla Chui**, Doctoral student at University of Washington
- **Anna McAloon**, M.Ed., Content Developer at University of Washington

## Course Schedule

<b>Session 1: Human Development, Culture, and Diversity</b>		
<p>Course Overview, EarlyEdU Frameworks, and Course Logistics</p> <p>Session introduction and objectives</p>	<p>Recurring Assignment: Self-Assessments</p>	<p>Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment)</p> <p><b>Focus on: Book nook and quiet/cozy area</b></p>
<p>Nature and nurture</p> <p>Culture and diversity</p>	<p>Recurring Assignment- Reflective Practice</p>	<p>Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment</p>
<p>In-class project: Multicultural Education Storybook</p>	<p>Recurring Assignment- Literature Review</p>	<p>Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response</p>
	<p>Recurring Assignment- Current Events Scrapbook</p>	<p>Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.</p> <p>Write a reflection and submit a scrapbook of your events at the end of the course.</p>
	<p>Assignment- Mirrors or Self-Esteem</p>	<p>Walk through your learning environment. Assess the degree to which culturally diverse families in your class are reflected throughout the room and write a reflection.</p>

	Assignment- Readings	National Association for the Education of Young Children (2018). NAEYC Early Learning Program Accreditation Standards and Assessment Items. <a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf</a>
	Assignment- Parent Permission Media Release forms	Distribute <i>Parent Permission Media Release</i> forms to families. Turn in signed copies by the start of Session 5
	In-class project- Multicultural Education Storybook	Work with a small group to research a cultural group relevant to your early learning setting in addition to teaching strategies that are important for educators to consider when implementing curriculum, creating learning environments, and supporting the development of the high self-esteem and positive cultural identity of children indigenous of the cultural group. Create a resource list to bring back to your early learning environment to support and help others learn more about your chosen cultural group. Share your research with the class in Session 3.

<b>Session 2: Sociocultural Consciousness</b>		
Session introduction  Sociocultural Processes	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Focus on: Block area/materials</b>

<p>Assimilation, Accommodation, and Resistance</p> <p>Sociocultural Dilemmas</p> <p>In-class project: Multicultural Education Storybook</p>	Recurring Assignment- Reflective Practice	Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	<p>Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.</p> <p>Write a reflection and submit a scrapbook of your events at the end of the course.</p>
	Assignment- Sociocultural Autobiography	Reflect upon your life and provide an account of your experiences with diversity, equity, inclusion, race and social justice, and the socialization process.
	Assignment- Readings	<p>Wardle, F. (2017). Children are not racial categories. <i>YC Young Children</i> 72(2), 85-89.</p> <p><a href="https://www.jstor.org/stable/pdf/90004130.pdf">https://www.jstor.org/stable/pdf/90004130.pdf</a></p>
	In-class project- Multicultural Education Storybook	Work with a small group to research a cultural group relevant to your early learning setting in addition to teaching strategies that are important for educators to consider when implementing curriculum, creating learning environments, and supporting the development of the high self-esteem and positive cultural identity of children indigenous of the cultural group. Create a

		resource list to bring back to your early learning environment to support and help others learn more about your chosen cultural group. Share your research with the class in Session 3.
--	--	---

<b>Session 3: Bias, Prejudice, and Discrimination</b>		
Session introduction Bias Prejudice Discrimination In-class project: Multicultural Education Storybook	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Focus on: Dramatic play area/materials</b>
	Recurring Assignment- Reflective Practice	Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week’s topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.  Write a reflection and submit a scrapbook of your events at the end of the course.
	Assignment- Readings	

		<p>Cole, K. and Verwayne, D. (2018). Becoming upended: Teaching and learning about race and racism with young children and their families. <i>YC Young Children</i>, 73(2), 34-43.</p> <p><a href="https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism">https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism</a></p>
	In-class project- Multicultural Education Storybook	<p>Work with a small group to research a cultural group relevant to your early learning setting in addition to teaching strategies that are important for educators to consider when implementing curriculum, creating learning environments, and supporting the development of the high self-esteem and positive cultural identity of children indigenous of the cultural group. Create a resource list to bring back to your early learning environment to support and help others learn more about your chosen cultural group. Share your research with the class in Session 3.</p>

<b>Session 4: The Evolution of Multicultural Education</b>		
<p>Session Introduction</p> <p>Multicultural Education</p> <p>In-class project: Multicultural Education Resource Box</p>	<p>Recurring Assignment: Self-Assessments</p>	<p>Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment)</p> <p><b>Focus on: Art area/materials/displays</b></p>
	<p>Recurring Assignment- Reflective Practice</p>	<p>Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment</p>

	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.  Write a reflection and submit a scrapbook of your events at the end of the course.
	Assignment- Social Justice Statement	Write a social justice statement to notify children, colleagues, and community members of how your learning environment embraces and responds to cultural differences and addresses biased behavior and matters related to social justice
	Assignment- Readings	Derman-Sparks, L. & Olsen Edwards, J. (2019, November). Understanding anti-bias education: Bringing the four core goals to every facet of your curriculum. <i>Young Children</i> , 74(5). <a href="https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias">https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias</a>
	In-class Project: Multicultural Education Resource Box	Select a dimension of diversity. Collect and decorate a xerox box. Fill the box with items that reflect multicultural education principles according to your chosen diversity dimension. Share your resource box with the class in Session 7.

<b>Session 5: Acquire Awareness and Knowledge</b>		
<p>Session Introduction</p> <p>Action Steps for Becoming an Intentional Multicultural Educator</p> <p>Systems of Power and Privilege</p> <p>In-class Project: Multicultural Education Resource Box</p>	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Focus on: Science and inquiry areas/materials</b>
	Recurring Assignment- Reflective Practice	Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.
	Assignment- Social Justice Statement Critique	Share your social justice statement with children, families, colleagues, and community members. Revise it based on their feedback.
	Assignment- Readings	Priya, L. and Bacon, J.K. (2018). Rethinking "We are all special": Anti-ableism curricula in early childhood classrooms. <i>Young Exceptional Children</i> , 22(2), 87-100. <a href="https://doi.org/10.1177/1096250618810706">https://doi.org/10.1177/1096250618810706</a>

	In-class Project: Multicultural Education Resource Box	Select a dimension of diversity. Collect and decorate a xerox box. Fill the box with items that reflect multicultural education principles according to your chosen diversity dimension. Share your resource box with the class in Session 7.
--	--	---

<b>Session 6: Develop Teaching Skills</b>		
Session Introduction  Action Steps for Becoming an Intentional Multicultural Educator	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Focus on: Gross motor areas/materials</b>
Moving Toward Justice <ul style="list-style-type: none"> <li>- Social Justice</li> <li>- Addressing Prejudice and Discrimination</li> <li>- Inclusion</li> <li>- Refusal for Liberation</li> </ul>	Recurring Assignment- Reflective Practice	Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
In-class Project: Multicultural Education Resource Box	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.

	Video Assignment- Resource Box Implementation	Choose one component of the Multicultural Education Resource Box you are creating. Video record yourself implementing it in the classroom. Watch your video and upload a 3-5-minute excerpt to Coaching Companion.
	Assignment- Readings	<ol style="list-style-type: none"> <li>1. Teaching Tolerance (n.d.). Speak up at school: How to respond to everyday bias, prejudice, and stereotypes. <a href="https://www.tolerance.org/sites/default/files/2019-04/TT-Speak-Up-Guide_0.pdf">https://www.tolerance.org/sites/default/files/2019-04/TT-Speak-Up-Guide_0.pdf</a></li> <li>2. Sanchez, N. (2019, March 12). Decolonization is for everyone [Video file]. <a href="https://www.youtube.com/watch?v=QP9x1NnCWNY">https://www.youtube.com/watch?v=QP9x1NnCWNY</a></li> </ol>
	In-class Project: Multicultural Education Resource Box	Select a dimension of diversity. Collect and decorate a xerox box. Fill the box with items that reflect multicultural education principles according to your chosen diversity dimension. Share your resource box with the class in Session 7.

<b>Session 7: Reflect on Practice</b>		
Session Introduction Action Steps for Becoming an Intentional Multicultural Educator Strategies to Reflect on Practice Types of Reflection	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Focus on: Fine motor areas/materials</b>
	Recurring Assignment- Reflective Practice	

A Six-Step Process for Reflection  Confronting Personal Biases		Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
In-class Project: Multicultural Education Resource Box	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.
	Assignment- CORP Feedback– Resource Box Implementation	Watch at least one of your CORP group members' video uploads of their multicultural education resource box implementation. Provide feedback. Respond to at least one comment made on your own video.
	Assignment- Readings	<ul style="list-style-type: none"> <li>• Maclaughlin, S. (2017, Nov). Rocking and rolling. Reflection: The first step for addressing bias in infant and toddler programs. <i>Young Children</i>, 72(5). <a href="https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling">https://www.naeyc.org/resources/pubs/yc/nov2017/rocking-and-rolling</a></li> <li>• Morris, M. (2019, February 5). Why black girls are targeted for punishment at school—and how to change that [Video file]. <a href="https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that?language=en">https://www.ted.com/talks/monique_w_morris_why_black_girls_are_targeted_for_punishment_at_school_and_how_to_change_that?language=en</a></li> </ul> <p><b>Additional Resources (Optional)</b></p> <ul style="list-style-type: none"> <li>• Gay, G. &amp; Kipchoge, K. (2003). Developing cultural critical consciousness and self-reflection in pre-</li> </ul>

		service teacher education. <i>Theory Into Practice</i> , 42(3), 181-187. <a href="https://www.jstor.org/stable/1477418?seq=1#meta-data-info-tab-contents">https://www.jstor.org/stable/1477418?seq=1#meta-data-info-tab-contents</a>
	In-class Project: Multicultural Education Resource Box	Select a dimension of diversity. Collect and decorate a xerox box. Fill the box with items that reflect multicultural education principles according to your chosen diversity dimension. Share your resource box with the class in Session 7.

<b>Session 8: Implement Equity-Driven Approaches</b>		
Session Introduction Action Steps for Becoming an Intentional Multicultural Educator Culturally Responsive Teaching	Recurring Assignment: Self-Assessments	Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment) <b>Music and movement areas/materials</b>
Sample Curriculum Planning In-class Project: Multicultural Education Improvement Plan	Recurring Assignment- Reflective Practice	Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment
	Recurring Assignment- Literature Review	Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response
	Recurring Assignment- Current Events Scrapbook	

		Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.
	Assignment- MCE Unit Plan	Draw from scholarly early childhood education research and literature to develop a multicultural education unit plan that spans the length of one week
	Assignment- Readings	DiAngelo, R. & Sensoy, O. (2010). "Ok, I get it! Now tell me how to do it!" Why we can't just tell you how to do critical multicultural education. <i>Multicultural Perspectives</i> , 12(2), 97-102. <a href="https://robindiangelo.com/2018site/wp-content/uploads/2016/01/OK-I-get-it.pdf">https://robindiangelo.com/2018site/wp-content/uploads/2016/01/OK-I-get-it.pdf</a>
	In-class Project: Multicultural Education Improvement Plan	Describe your view of what it means to be a multicultural educator and analyze the results of your Multicultural Education A.C.E. self-assessments. Create 2–3 S.M.A.R.T. goals. Share your learnings with a small group of your peers.

<b>Session 9: Practice Self-Care</b>		
<p>Session Introduction</p> <p>Action Steps for Becoming an Intentional Multicultural Educator</p> <p>Types of Self-Care</p>	<p>Recurring Assignment: Self-Assessments</p>	<p>Complete the Multicultural Education A.C.E. Self-Assessment (A- Attitude, C- Curriculum, E- Environment)</p> <p><b>Wellness areas/materials (i.e. meals, nap, bathroom/hand washing)</b></p>

<p>Barriers to Self-Care</p> <p>Benefits of Self-Care</p>	<p>Recurring Assignment- Reflective Practice</p>	<p>Identify what you will start doing, stop doing, and keep the same based on what you learned in class and from your Multicultural Education A.C.E. Self-Assessment</p>
<p>In-class Project: Multicultural Education Improvement Plan</p>	<p>Recurring Assignment- Literature Review</p>	<p>Select one piece of literature to read that is associated with the week's topic of study and write a 400-500-word response</p>
	<p>Recurring Assignment- Current Events Scrapbook</p>	<p>Collect 1-2 current events from a variety of sources that relate to diversity, multicultural education, social identities, and social justice.</p>
	<p>Video Assignment- MCE Unit Plan Implementation</p>	<p>Implement one activity from your MCE Unit Plan and video record it. Watch your video and choose a 3-5-minute clip. Upload your video to Coaching Companion.</p>
	<p>Assignment- Readings</p>	<p>Nemeth, K. (2016). Extreme diversity in cities: Challenges and solutions for programs serving young children and their families. <i>Young Children</i>, 71(5), 31-35.  <a href="https://www.naeyc.org/resources/pubs/yc/nov2016/extreme-diversity-cities">https://www.naeyc.org/resources/pubs/yc/nov2016/extreme-diversity-cities</a></p>
	<p>In-class Project: Multicultural Education Improvement Plan</p>	<p>Describe your view of what it means to be a multicultural educator and analyze the results of your Multicultural Education A.C.E. self-assessments. Create 2–3 S.M.A.R.T. goals. Share your learnings with a small group of your peers.</p>

<b>Session 10: Leadership and Multicultural Education</b>		
Session Introduction	Recurring Assignment- Current Events Scrapbook	Submit completed current events scrapbook by instructor's due date.
Characteristics of Multicultural Education Leaders	Assignment- CORP Feedback– MCE Unit Plan	Watch at least one of your CORP group members' video uploads of their MCE Unit Plan and provide feedback. Respond to at least one comment made on your own video.
Knowing Enough to Care, Caring Enough to Act		
	In-class Project: Multicultural Education Improvement Plan	Share completed Multicultural Education Improvement Plan with a small group and submit by instructor's due date.

### Additional Resources (Books)

- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teacher's College Press.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. California: Sage.
- Howe, W.A. & Lisi, P.L. (2014). *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. California: Sage.
- Ladson-Billings, G. & Tate, W.F. (2006). *Education research in the public interest: Social justice, action, and policy*. New York: Teacher's College Press.

### Culturally Thriving and Socially Just Early Childhood Education

- McDermott, V. (2014). *We must say no to the status quo: Educators as allies in the battle for social justice*. California: Corwin.
- Nieto, S. & Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education*. 6<sup>th</sup> ed. New York: Allyn & Bacon.
- Nuri-Robins, K., Lindsey, R.B., Lindsey, D.B., & Terrell, R.D. (2012). *Culturally proficient instruction: A guide for people who teach*. 3<sup>rd</sup> ed. California: Corwin.