**Unit One** addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in the Education and Childcare sector.

**Unit Two** addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assessed their own interests and conducted a group research project about careers in the Education and Childcare sector.

In **Unit Three** students considered what it takes to prepare for a career in Education and Childcare. They learned about a wide variety of careers in the industry and the kinds of training and education opportunities available to prepare someone to work in this field.

In **Unit Four** students explored personal narratives from Education and Childcare professionals through text and video.

In **Unit Five** students learned how to leverage their existing and potential professional networks for job seeking, including analyzing help wanted ads, learning about workplace expectations, and engaging with a panel of Education and Childcare professionals.

In **Unit Six**, students look beyond the daily tasks and required training in the Education and Childcare sector, and explore some of the deeper, more difficult issues that face today’s educators and caregivers. By reading and analyzing research on the problems and solutions to some of today’s biggest challenges, students get a taste of the real life issues facing schools today.
Unit 6 • Summary

1. IDENTIFYING THE MAIN IDEA: THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

Students learn about the evolution of philosophies in Early Childhood Education, including the recent recognition of the importance of play in child development. They read and annotate an article, identifying the main ideas and citing evidence from the text.

2. WRITTEN RESPONSE: THE CHANGING ROLE OF TESTING

Students learn about changes to testing in schools over the past 15 years, including recent recommendations made by former President Obama. Teachers can choose from a higher or lower level version of a reading. Students construct short answers about the reading.

3. CONTEXT CLUES: IMPLICIT BIAS IN THE CLASSROOM

Implicit bias refers to the assumptions that we all hold about others, though we are not always aware of them. Students read research that shows that in our diverse society, the uneven treatment of students may begin as early as preschool. They use context clues to define terms and answer questions about the article. This activity includes a written text and audio version.

4. HOW TO INTERRUPT DISCIPLINARY BIAS IN THE CLASSROOM

Students learn about the history of “zero tolerance” school policies created in the aftermath of school violence as an attempt to safeguard school communities. They learn about the school suspensions that grew out of these policies, and the steps many school communities are taking to reverse these effects and keep students in school.

5. RELATIONSHIPS AND LEARNING: THE IMPORTANCE OF KNOWING YOUR STUDENTS

In recent years, schools have turned their focus to the idea of teaching through relationships. Students read and summarize a short article about the importance of relationship building in the Early Childhood classroom, then use a new student profile template from CUNY’s New York City Early Childhood Professional Development Institute to consider the kinds of student information important for a Kindergarten teacher to know.
6. MEN OF COLOR IN THE TEACHING PROFESSION: WHY DIVERSITY MATTERS

Students watch videos about male teachers of color describing their motivation for entering the teaching profession, and the need for male teachers of color in the school system. Students discuss their own school experiences as they reflect on the role of diversity in Education employment.

7. CHILDCARE WORKERS JOIN WAGE ORGANIZING EFFORTS

The economics of childcare is a persistent challenge in the United States, both for parents who pay for childcare, and for the childcare professionals who work in the industry. Students learn about the wages of childcare providers and how some workers are contributing to efforts to raise the minimum wage to $15/hour across the country. They read and annotate an article, identify the main idea and supporting details, and answer short questions about the reading.
Identifying the Main Idea: The Importance of Play in Early Childhood Education

Students read and annotate an article about the importance of play to early childhood learning and development, identifying main ideas and supporting evidence.

MATERIALS

- Is This Learning? handout
- Learning Through Play article
- Identifying Significant Ideas graphic organizer

EXPLAIN

1. Divide students into pairs and distribute the Is This Learning? handout. Ask pairs to discuss which images show children learning, and to write in the space below the image what the children might be learning. If there is an image in which children are not learning, they should write the reasons that they concluded that no learning is happening.

Possible responses could include:

A. Learning how to pretend, learning how to take turns, learning how to dress themselves, learning the clothes that people in various professions use.

B. Learning to share, learning to resolve conflicts, practicing running, practicing hand-eye coordination of kicking a ball.

C. Learning the physics of water spraying—what makes it stop, what makes it go; How it can be slippery; How clothes and hair become heavier when wet; How other people react to getting wet; How it feels to wet parts of their own body.

D. The geometry of circles—how they don't have an end, they have an inside and an outside; how they can be rolled; how they can be entered or exited; cooperation and sharing; the differences between an open circle (hoop) and a closed circle or sphere (ball); how it feels to have an object touch various parts of the body; how to express joy, pain or frustration.

E. Various ways of observing an object—by looking at it, by looking at it from various angles, by looking for particular aspects, such as lines or color in rock, how to use a magnifying glass to see high levels of detail, how to care for fragile objects, like magnifying glasses, different types of surfaces, such as smooth or rough.
F. How hands can be used in so many ways for so many purposes—to hold, to stir, to press; how colors can make new colors when mixed together; how long paint takes to dry; how paint reacts to being on various surfaces, such as skin and paper; how to clean paint after using it; how to use paint safely, such as refraining from putting it in the mouth; how to use paint to create an image; how to take an image from the imagination and use paint to create it in two dimensions.

2 Ask students to share their responses with the class, describing which images depict children learning. If it does not naturally come out in the discussion, ask if students believe that children can learn through play.

▷ Yes, children learn so much through play, such as cooperation, conflict resolution, the physics of using their bodies in space, about color, shape, sound, and more.

3 Some early childhood history: In the 1960s, the federal HeadStart program began as a robust, free educational and caregiving program for infants and toddlers. It was started based on research that showed that students who went to preschool did better academically throughout their schooling and into adulthood than those who did not. Over time, preschool programs became more and more academic, teaching skills such as reading, writing and math, in order to maximize the opportunity for children to be academically successful from the start. That’s why it was called HeadStart. Researchers have learned a lot about how children grow and develop since then, and we now know that young children need variety, physical movement such as running and dancing, and creative exploration in order to develop healthily. Recent research shows that young children learn many academic skills through play, and that sitting quietly through lessons the way an older child is expected to, is not effective or reasonable to expect for a toddler or young child. Studies have found that children learn most when they have opportunities to make choices, explore their interests and navigate social relationships, including the opportunity to resolve conflicts. Through play, children learn the same academic and social skills that previously had been taught in more tightly controlled settings. Early Childhood experts and many school districts now understand that very young children learn best through supervised play.

4 Distribute the article, Learning Through Play, and ask students to read it, marking parts of the article that contain the main ideas with a letter M, and marking parts of the article that show evidence of this main idea with a letter E.

5 Distribute the Identifying Significant Ideas graphic organizer, and ask students to use their annotated article to complete it.
Is This Learning?

Look at the images below, and for each one, write whether or not you think the children in the image are learning. If you think they are, write what you think they might be learning. If you think they are not learning, write your reasons for thinking this.

A

Photo A: http://www.howtoteam.com/HTL/media/KiddieAcademy.com-Children-at-play-300x231.jpg

B

Photo B: http://www.fairfaxcounty.gov/ofc/images/about/children_atL_play.jpg

C

Photo C: http://1.bp.blogspot.com/-TTiBOMIhuus/TiSHKj4WJXU/AAAAAAAAACDo/InNszlvqW9Y/s1600/2012+Slip+and+Slide+Fun+05-04-12+022.jpg
Section 1

Photo D: http://thecityfix.com/files/2013/12/Brazilian-children-at-play-Designed-To-Move-full-report-640x480.jpg

Photo E: http://1.bp.blogspot.com/-hrZHze1i_OI/Tyh4YADcst/AAAAAAAADsV/4KKeat54XU/s1600/GUGCenters.jpg

Learning Through Play

By Shelley Butler
Adapted from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleId=591

One sunny summer day, I looked out the window to see my son and a friend spinning and laughing, playing at something known only to the two of them, unfettered by time, expectations, or adult rules. Never before had I seen such pure expressions of joy. Were they playing to learn or consciously seeking new information or skills? No, but if you look closely, they were exploring spatial relationships, honing motor capabilities, practicing social skills and language, creatively thinking, gathering information about the world through their senses, or to put it simply, learning through play.

Play may be as old as the existence of humankind. Playthings have been discovered in the artifacts of ancient civilizations and many believe that the earliest chess pieces date back to 6,000 B.C. Though the link between play and learning was more fully investigated in the 20th century by theorists such as Jean Piaget, the connection was made as early as the first century B.C. by Plato, “You can discover more about a person in an hour of play than in a year of conversation.”

What is now undeniably clear in the 21st century is that play is essential to a child’s social, emotional, physical, and intellectual development. Without adequate, healthy play, children run the risk of entering school unprepared, growing into teens and adults without needed skills, and failing to meet their potential. Experts at the Institute for Play believe that healthy play in childhood can even prevent violence. Through joyful, healthy play, children begin a love of learning and prepare for life itself.

What is Play?
Play is recreation, amusement, or fun. The natural activity of early childhood, play is what children do and their way of life. For young children, there is no distinction between play and learning; they are one and the same. Playing is a priority in early childhood, yet not all play is the same.

Most experts agree that children’s play can be divided into these categories:

- **Active play**: running, jumping, climbing, riding, and other use of large muscles.
- **Quiet play**: reading, stringing, coloring, etc.
- **Cooperative or social play**: games and activities that involve more than one.
- **Solitary play**: drawing, dreaming, or any activity that involves only one.
- **Manipulative play**: putting together puzzles, building with blocks, cutting and pasting, or any activity that involves eye-hand coordination or fine motor skills.
- **Creative play**: painting, molding, solving problems, making music, telling stories, or any activity that involves a child’s imagination.
- **Dramatic play**: dress-up, make-believe, or any play that involves pretending.

The categories overlap and any activity will likely fall into more than one. For example, playing “Tag” is active and cooperative at the same time. Though children could care less which category their play falls into, it is valuable for parents, teachers, and adults who work with young children to understand the...
types in order to provide opportunities for children to engage in them all.

Has Play Changed?
Yes, according to the Alliance for Childhood and others. Overscheduling, emphasis on academics in preschool, too much sedentary screen time, lack of safe play spaces, and violent TV/movie-based toys all threaten healthy playtime, putting play at risk. In the wave of expanding accountability in Education, millions of preschoolers are taking standardized tests now; if children are taking more tests, then they are playing less.

The digital age has had a huge impact on children's play, as well. Dr. David Elkind, noted child development expert, theorizes that a faster speed of life characterized by instant access to information via the Internet and to each other through cell phones has garnered a sense that people can do more, leading to booking more commitments for children. In addition, this acceleration of life has contributed to the idea that earlier is better leading to more academics for young children.

Expanding the Vision of Play
Traditional ideas of play include setting aside time for children to play games or with toys, yet circumstances for play are everywhere, most all the time. Everyone can play everyday by extending the idea of play to include a playful approach to life and looking for play opportunities in ordinary places, as well as in traditional ways.

Consider the story On My Way to Buy Eggs by Chih-Yuan Chen (Kane/Miller). Shau-yu, who asks her father for permission to play is told she must go on an errand first. She takes a playful journey through the neighborhood, imitating a cat walking on a roof, turning the world into an ocean with the help of a colored marble, and more. She finds chances to play and learn wherever she goes.

Or take a lesson from Billy's Bucket by Kes Gray and Garry Parsons (Candlewick). Billy, who only wanted a bucket for his birthday, has to talk his parents into giving him this seemingly meager gift instead of a new computer game or a bike. It shows that play is in the eye of the beholder and that everyday objects make great playthings. An unadorned bucket is the gateway for Billy's imagination to blossom. Though the adults in his life don't see it at first, the bucket becomes home to sea lions, fish, barracuda, and possibly a mermaid.

Discarding notions of “play time” and turning every part of the day into playful time, sometimes using everyday objects for children, increases the potential for learning.

Playing for Life
The president of the American Association for the Child’s Right to Play and professor at Hofstra University, Dr. Rhonda Clements, says, “It is important to maintain a healthy sense of play throughout childhood and into adulthood. Our complex society requires clear thinkers, playful attitudes, humor and creativity for complex problem solving.” Not only does play help children grow and develop as well as begin a lifelong love of learning, but the healthy play that you support today helps prepare children for the world that they will work, play, and learn in as adults. •
**Identifying Significant Ideas: Learning Through Play**

Identify two main ideas from the article. Then identify ideas that support the main idea, and include supporting quotations from the article.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Evidence (paraphrased)</th>
<th>Quotation of this Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Written Response: The Changing Role of Testing

Students learn about recent changes in policies regarding standardized testing in schools. This topic is presented in an historical, judgment-free manner, recognizing that schools continually re-examine their policies with an eye toward responsiveness to all impacted by testing.

PREP

- Teachers should read both articles, written on the same topic at different levels, and choose the one that best fits the needs of students.

MATERIALS

- For upper levels: *Obama Wants Students to Stop Taking Unnecessary Tests*
- For lower levels: *White House Says Schools Should Have Fewer, and Better, Tests*
- *Written Response: Changes to School Testing* handout

EXPLAIN

1. There are over 34 million Kindergarten through twelfth graders in the United States, from diverse families, communities, circumstances and abilities, and it’s no easy task to figure out how to educate them all well. Out of the countries ranked in the top 35 in Education, the United States places about halfway down the scale—#17 out of 35—according to international data. In an effort to better understand the needs of students, statewide testing has expanded over the past 15 years. Education policymakers figured that the more we know about how students do on tests, the better we can become at teaching them what they need to know. Over the course of 15 years, school systems developed more and more tests to try to find out the information and skills students knew and didn’t know. During this time, student improvement was uneven, and teachers, parents and even then-President Obama began to wonder if students were starting to spend too much time taking and preparing for tests, and if this was time taken from practicing reading, writing, doing science experiments, making art and learning math. After a lot of input from teachers, parents and policymakers, Obama made recommendations to reduce testing somewhat, recognizing that some testing is informative, but over-testing gets in the way of teaching and learning. Although there are some critics, most educators and parents agree with this decision.
2. **Ask:** What has your own experience with testing been like? How much testing do you think is a good amount? What are some of the benefits of taking statewide tests? If you were a teacher, how might the issue of testing impact you?

3. You’re going to read an article about Barack Obama’s 2015 statements on testing in schools. Distribute either the Newsela or NPR article on testing, according to the reading level of your students. Ask students to read the article and identify the main idea.

4. When students are finished, ask them to discuss the main ideas of the article with a partner.

5. Distribute *Written Response: Changes to School Testing.* This worksheet can be used with either of the two readings. Ask students to read the questions, then read the article a second time with an eye toward answering the questions. Then they should complete the worksheet, writing concepts from the article in their own words.

6. As a class, discuss their responses. Underscore the importance of schools, like all workplaces, to assess their efficacy and be open to change when needed. Why is this important? What are the challenges involved?
Obama Wants Students to Stop Taking Unnecessary Tests

By Anya Kamenetz | October 24, 2015

Adapted from http://www.npr.org/sections/ed/2015/10/24/451456267/obama-wants-students-to-stop-taking-unnecessary-tests

Today, President Obama and the Department of Education released a Testing Action Plan, calling on states to cut back on “unnecessary testing” that consumes “too much instructional time” and creates “undue stress for educators and students.”

In a video posted on Facebook, President Obama added, “I hear from parents who rightly worry about too much testing, and from teachers who feel so much pressure to teach to a test that it takes the joy out of teaching and learning both for them and for the students. I want to fix that.”

The federal government’s power to reduce or cap testing is limited, however, and the President has made clear he has no intention of scaling back the current federal requirement that all students, from grades 3 through 8, be tested annually in math and reading and that students between grades 10 and 12 be tested at least once. Indeed, Congress seems to agree with Obama on the importance of these once-a-year tests. Both House and Senate draft updates to the main federal education law preserve the testing mandate.

The administration’s Testing Action Plan includes:

Two Percent Cap: The administration recommends capping at 2 percent the amount of classroom time students spend taking required, statewide standardized tests. It also suggests schools be required to send parents written notice if students exceed this cap and to post an action plan “to describe the
steps the state will take to review and eliminate unnecessary assessments.”

**Flexibility on Teacher Evaluations:** Federal rules requiring the use of test scores in teacher evaluations have angered teacher unions. This helped swell the ranks of the “opt-out” movement in New York State and elsewhere. The administration pledges more flexibility to states in designing teacher evaluation systems that include other measures of student progress, especially in the case of, for example, an art teacher being evaluated using student English scores.

**Multiple Measures:** The administration also promises technical support and, in some cases, money to states that want to expand the use of portfolios, projects, technology-supported assessments, competency-based assessments, student surveys, measures of school climate and discipline and other indicators besides standardized tests to determine how well students are learning and schools are functioning. The plan also calls on Congress to fund states that want to “audit” their testing and cut back on redundant or low-quality tests.
White House Says Schools Should Have Fewer, and Better, Tests

Adapted from https://newsela.com/articles/schools-tests/id/14741/2/5/2016

WASHINGTON, D.C.—In October, President Barack Obama said students spend too much time taking tests. He said students should spend a little less time being tested.

On Tuesday, the Education Department suggested how schools can reduce testing.

The department sent a letter to state school officials. States and districts receive money to develop tests. The letter showed how the money can be spent to limit testing. Instead, states can spend the money to make sure students are not being tested twice on the same subject. The states can also check to see if they are giving bad tests that can be dropped.

The letter gave other ideas, as well. States could use the money to improve current tests and decrease the amount of time students spend taking them.

A Better Balance

Education Secretary John King Jr. said that good exams are important. They give useful information. They show whether students are developing the thinking and problem-solving skills they need.

Still, there has to be a better balance between taking tests and learning, King added. Schools may mean well. Yet there are too many places around the country that have not figured out the right balance.

In October, Obama said good tests measure how well students are doing in school. The government will develop a plan to make sure “we’re not obsessing about testing.”

Students spend about 20 to 25 hours each year taking tests, according to the Council of the Great City Schools. The council is a group of the largest city school districts. Last year, it studied the 66 largest school districts in the country.
Between prekindergarten and 12th grade, students take about 112 standardized exams.

**Oklahoma And Tennessee**

The No Child Left Behind law was passed in 2002. It caused a huge jump in the number of tests. The law required yearly testing in reading and math in grades three to eight. High school students are tested once in those subjects. Those tests would still be required under a new education law. States have more say, though, on how to grade teachers, schools and students.

The Education Department gave examples of two places that have cut back on testing. In Tulsa, Oklahoma, the district shortened the time spent on testing. Some tests are not given as often, one test was dropped, and schools do not have to give others. Third-graders, for example, had been spending about 1,240 minutes on tests required by districts. They will now spend 660 minutes on them, the department said.

Tennessee is also shortening some of its tests.
**Written Response: Changes to School Testing**

Answer the questions below in a few complete sentences, making sure to put ideas from the article into your own words.

1. Why did Barack Obama want to reduce the amount of time students spent preparing for and taking standardized tests?

2. Why didn’t President Obama want to get rid of standardized tests altogether?

3. Under Obama’s plan, states will have more authority over what kinds of decisions regarding testing?

4. How do you think the new plan will impact students? How do you think parents and teachers will respond?

5. Obama’s policy changes come after a lot of input from teachers, students and parents. If you were a school principal, how would you encourage feedback from teachers, students and parents?
Context Clues: Implicit Bias in the Classroom

Students read an article about a study examining implicit bias among preschool teachers. They discern the meanings of terms using context clues, and write answers to questions about the text. The article is taken from National Public Radio and an audio file is available for use.

PREP

Be prepared to discuss the following vocabulary: bias, implicit, accurate, transparent, devise, detect, deception, disproportionately, severe, empathetic, skyrocket, perceive, withdraw.

MATERIALS

- Bias Isn’t Just a Police Problem, It’s a Preschool Problem article
- Context Clues: Implicit Bias in Schools worksheet
- Written Response: Implicit Bias in Schools

VARIATION: An audio file of the article below can be found at http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem. Teachers may want to do a note-taking lesson, in addition to or instead of using the transcribed text below.

EXPLAIN

We all hold assumptions about others. It’s natural, and stems from the evolutionary need to protect ourselves in the wild. But sometimes making assumptions can be harmful to those around us.

The United States has struggled with racism and race relations for generations. Even today, many of our schools suffer from racial segregation, and that segregation hurts students’ chances at mastering academic skills, earning diplomas, pursuing adult education and obtaining good paying, meaningful work. Uneven treatment of children based on race, ethnicity, gender, language and ability can start as early as preschool and while often it is unintentional, it sets children on a path of success or lack of success that can last throughout their entire lives.
Researchers have found that school suspensions have been on the rise, even in preschool. And that black students are disproportionately suspended or disciplined in other ways as compared to white students and students of other races and ethnicities. A researcher at Yale University recently completed a study to figure out if bias is the reason why.

What is bias?

- Bias is having an idea about someone or something before you come to know it well, that can impact your interaction with that person or thing.

Who holds biases?

- Everyone does. A lot of our biases are ones we may not even be aware of. They happen when we look at someone and make a judgment about them based on their characteristics (race, gender expression, ability, ethnicity, age, etc.).

Is holding biases bad?

- Not necessarily. Sometimes they keep us safe. For example, if you’re walking on the street at night, and see someone staggering, unable to walk straight, and mumbling to themselves, you might think they could be under the influence of drugs or alcohol and do not have good control of their bodies and could cause you harm, so you avoid them.

Are biases good in an educational setting?

- When teachers hold biases toward students, they can ultimately impact how students learn, how much they learn, how they feel about learning, and their self esteem.

2 Distribute Bias Isn’t Just a Police Problem, It’s a Preschool Problem and ask students to read it and identify the main ideas. When students are finished reading, ask them to discuss it with a partner and together list on a piece of paper the main ideas of the article.

3 Discuss as a class the main ideas of the article.

4 Distribute Context Clues: Implicit Bias in Schools, and ask students to complete the worksheet.

5 Review the worksheet as a class.

6 Distribute Written Response: Implicit Bias in Schools and ask students to complete it.

7 Review the worksheet as a class.
New research from the Yale Child Study Center suggests that many preschool teachers look for disruptive behavior in just one place, waiting for it to appear. The problem with this strategy (besides it being inefficient), is that, because of implicit bias, teachers are spending too much time watching black boys and expecting the worst.

The study
Implicit bias is a subtle, often subconscious stereotype that guides our expectations and interactions with people. Lead researcher, Walter Gilliam, knew that to get an accurate measure of implicit bias among preschool teachers, he couldn’t be fully transparent with his subjects about what, exactly, he was trying to study. “We all have them,” Gilliam says. “Implicit biases are a natural process by which we take information, and we judge people on the basis of generalizations regarding that information. We all do it. Even the most well-meaning teacher can hold deep-seated biases, whether she knows it or not.* So Gilliam and his team devised an experiment.

At a big, annual conference for pre-K teachers, Gilliam and his team recruited 135 educators to watch a few short videos. He told them:

*We are interested in learning about how teachers detect challenging behavior in the classroom. Sometimes this involves seeing behavior before it becomes problematic. The video segments you are about to view are of preschoolers engaging in various activities. Some clips may or may not contain challenging behaviors. Your job is to press the enter key on the external keypad every time you see a behavior that could become a potential challenge.
Each video included four children: a black boy and girl and a white boy and girl. However: There was no challenging behavior. While the teachers watched, eye-scan technology measured the trajectory of their gaze. Gilliam wanted to know: When teachers expected bad behavior, who did they watch?

“What we found was exactly what we expected based on the rates at which children are expelled from preschool programs,” Gilliam says. “Teachers looked more at the black children than the white children, and they looked specifically more at the African-American boy.”

Indeed, according to recent data from the U.S. Department of Education, black children are 3.6 times more likely to be suspended from preschool than white children. Put another way, black children account for roughly 19% of all preschoolers, but nearly half of preschoolers who get suspended. One reason that number is so high, Gilliam suggests, is that teachers spend more time focused on their black students, expecting bad behavior.

Look Where the Light Is
Late one night, a man searches for something in a parking lot. On his hands and knees, he crawls around a bright circle of light created by a streetlamp overhead.
A woman passes, stops, takes in the scene.
“What are you looking for? Can I help?”
“My car keys. Any chance you’ve seen them?”
“You dropped them right around here?”
“Oh, no. I dropped them way over there,” he says, gesturing vaguely to some faraway spot on the other side of the lot.
“Then why are you looking here?”
The man pauses to consider the question.
“Because this is where the light is.”

“If you look for something in one place, that’s the only place you can find it.”

The vignette
The Yale study had two parts. Gilliam gave teachers a one-paragraph vignette to read, describing a child disrupting a class; there’s hitting, scratching, even toy-throwing. The child in the vignette was randomly assigned what researchers considered a stereotypical name (DeShawn, Latoya, Jake, Emily),
and subjects were asked to rate the severity of the behavior on a scale of one to five.

White teachers consistently held black students to a lower standard, rating their behavior as less severe than the same behavior in white students. Gilliam says this reflects previous research around how people may shift standards and expectations of others based on stereotypes and implicit bias. In other words, if white teachers believe that black boys are more likely to behave badly, they may be less surprised by that behavior and rate it less severely. Black teachers, on the other hand, did the opposite, holding black students to a higher standard and rating their behavior as consistently more severe than that of white students.

Here’s another key finding: Some teachers were also given information about the disruptive child’s home life, to see if it made them more empathetic, such as a father who was not consistently present, a mother who struggles with depression, violent arguments between parents, a mother who works three jobs and is constantly exhausted, leaving the child with relatives and neighbors.

Guess what happened. Teachers who received this background did react more empathetically, lowering their rating of a behavior’s severity—but only if the teacher and student were of the same race. As for white teachers rating black students or black teachers rating white students?

“If the race of the teacher and the child were different and [the teacher] received this background information, severity rates skyrocketed,” Gilliam says. “And the teachers ended up feeling that the behavioral problems were hopeless and that very little could be done to actually improve the situation.”

This result confirms previous research on empathy, Gilliam says. “When people feel some kind of shared connection to folks, when they hear more about their misfortunes, they feel more empathic to them. But if they feel that they are different from each other…it may actually cause them to perceive that person in a more negative light.”

Biases are natural, as Gilliam says, but they must also be acknowledged and addressed.

The good news, if there is such a thing from work such as this, is that Gilliam and his team were ethically obligated to follow up with every one of the 135 teachers who participated in the study, to come clean about the deception. Gilliam even let them withdraw their data—for many of them, the lasting proof of their bias. Only one did. •
Context Clues: Implicit Bias in Schools

Find the terms below in the reading and write the sentence or phrase of which they are a part. Then paraphrase the phrase and write what you think the word means.

1. **Accurate**
   
   Phrase where this word appears in the article:

   ____________________________________________

   Meaning of the phrase:

   ____________________________________________

   What I think the word means:

   ____________________________________________

2. **Transparent**
   
   Phrase where this word appears in the article:

   ____________________________________________

   Meaning of the phrase:

   ____________________________________________

   What I think the word means:

   ____________________________________________

3. **Devise**
   
   Phrase where this word appears in the article:

   ____________________________________________

   Meaning of the phrase:

   ____________________________________________

   What I think the word means:

   ____________________________________________
4. Detect

Phrase where this word appears in the article:

_________________________________________________________________________________________

Meaning of the phrase:

_________________________________________________________________________________________

What I think the word means:

_________________________________________________________________________________________

5. Deception

Phrase where this word appears in the article:

_________________________________________________________________________________________

Meaning of the phrase:

_________________________________________________________________________________________

What I think the word means:

_________________________________________________________________________________________

6. Severe/Severely/Severity

Phrase where this word appears in the article:

_________________________________________________________________________________________

Meaning of the phrase:

_________________________________________________________________________________________

What I think the word means:

_________________________________________________________________________________________

7. Empathetic

Phrase where this word appears in the article:

_________________________________________________________________________________________
Meaning of the phrase:

What I think the word means:

8 **Skyrocketed**
Phrase where this word appears in the article:

Meaning of the phrase:

What I think the word means:

9 **Perceive**
Phrase where this word appears in the article:

Meaning of the phrase:

What I think the word means:

10 **Withdraw**
Phrase where this word appears in the article:

Meaning of the phrase:

What I think the word means:
Written Response: Implicit Bias in Schools

1. Who is Walter Gilliam and what did he study?

2. What is implicit bias?

3. Who has implicit bias?

4. What did participants do in the first part of the study?

5. What did the results of the first part of the study show?
6. Do you think Gilliam was surprised by the results? Why or why not?

7. What did the second part of the study show?

8. Why did the author include the story, Look at the Light, in the article?

9. How do you think a teacher’s implicit bias impacts white and black students differently?

10. Understanding that everyone has implicit bias, what are some steps you could take as a teacher to become aware of or reduce your implicit bias toward students?
How to Interrupt Disciplinary Bias in the Classroom

Students learn about trends in school policies that have led to the criminalization of youth and students. Then they do a jig-saw reading about alternatives many schools are using to try to address this problem, and collectively answer questions.

MATERIALS

- How to Interrupt Disciplinary Bias in the Classroom readings 1-5
- Interrupting Disciplinary Bias in the Classroom: Recommendations from Teaching Tolerance worksheet

EXPLAIN

In the 1990s, there was a steep increase in the use of guns in schools, both by students and by outsiders. In an attempt to keep students and staff safe, many schools responded by increasing security measures including new or additional surveillance equipment, such as cameras and metal detectors, increased security personnel, such as armed and unarmed officers in schools, and “zero tolerance” policies. These zero tolerance policies imposed strict consequences on students who violated a wide range of school rules, with the purpose of sending a strong disciplinary message. They often resulted in school suspensions, sometimes for minor offenses, such as violating a dress code. Some ended not only in school suspension, but in arrests and criminal system involvement as well. Some ended in disciplinary hearings that look a lot like the criminal system, including hearings and judges. Due to implicit bias (see previous activity) the implementation of these policies disproportionately affected communities of color. In other words, students of color, especially black students, had greater rates of school punishment, including suspensions, than white students did. This process of criminalizing the sometimes minor rule violations of students has become known as the School-to-Prison Pipeline as many students, especially students of color and students with disabilities, moved quickly from disciplinary measures at school to involvement in the justice system, including imprisonment.
Today, many schools, school districts and policy makers recognize that while these policies were intended to keep students and school staff safe, they went too far, and many children, especially children and teens of color and those with disabilities, wound up imprisoned because of them. Researchers have found that people who were imprisoned as youth have a far greater chance of being imprisoned as adults than those who weren’t. Even former president, Barack Obama, has publicly expressed his concern about the numbers of children and teens, especially those of color, who are excluded from school and wind up imprisoned.

Fortunately, zero tolerance is not the only form of discipline in schools. Many schools and school districts have developed policies that support students to change their behaviors, rather than exclude them from school because of them. Today we will read about the strategies many schools are using to support student development in positive ways.

Divide the class into 5 groups. Distribute numbered readings of How to Interrupt Disciplinary Bias in the Classroom to groups so that the members of each group all have the same numbered reading. For example, all members of Group A have Reading #1. Ask students to read the reading, and as a group discuss how the strategies described work to support students and help keep them out of the prison pipeline. Let students know that they will be asked to describe these strategies to students who have not read the same reading.

Disperse the groups and form new groups which contain at least one member from each reading group in this new group. In other words, there should be at least one person in each new group who has read each of the readings numbered 1-5. Distribute the Interrupting Disciplinary Bias in the Classroom: Recommendations from Teaching Tolerance worksheet. Ask groups to complete the worksheet together.

Discuss responses to the worksheet as a class.

What literacy skills did you practice in this activity?

- Reading for the main idea
- Reading for specific information
- Active listening
- Collaboration with group members

Which of these are also workplace skills?

- All of them!
Teaching Tolerance is an organization that helps teachers and schools think of and practice the best way to support all students, especially those students who might be bullied or discriminated against, such as students of color, students with disabilities, immigrant students and lesbian, gay, bisexual and transgender students.

How to Interrupt Disciplinary Bias in the Classroom

In the majority of schools, the response to discipline issues is driven by administrators, counselors and, in a growing trend, by school resource officers and law-enforcement officials. However, next to parents and families, classroom teachers are the adults with whom students spend the most time. Classroom teachers often know their students better than anyone. Teachers are on the front lines of their students’ growth and development, and their daily decisions can help keep students in school and out of the criminal justice system.

Teaching Tolerance offers a framework for how classroom teachers can help interrupt disciplinary bias by shifting the approach they take toward students, from a punitive one to a responsive one.

**SHIFT 1:**
Adopt a social emotional lens.

- **Show that hurtful words will not be tolerated in your classroom,** by deciding on a calm, informative approach and using it every time hurtful words are said.

- **Encourage students to access mental health and counseling services** provided at your school.

- **Pay attention** to whether your students’ basic needs are being met and respond to instances of illness, neglect, or abuse, by knowing about and referring them to resources, especially school resources, such as a guidance counselor, that can help address them.
Teaching Tolerance is an organization that helps teachers and schools think of and practice the best way to support all students, especially those students who might be bullied or discriminated against, such as students of color, students with disabilities, immigrant students and lesbian, gay, bisexual and transgender students.

How to Interrupt Disciplinary Bias in the Classroom

In the majority of schools, the response to discipline issues is driven by administrators, counselors and, in a growing trend, by school resource officers and law-enforcement officials. However, next to parents and families, classroom teachers are the adults with whom students spend the most time. Classroom teachers often know their students better than anyone in the school. Teachers are on the front lines of their students’ growth and development, and their daily decisions can help keep students in school and out of the criminal justice system.

Teaching Tolerance offers a framework for how classroom teachers can help interrupt disciplinary bias by shifting the approach they take toward students, from a punitive one to a responsive one.

**SHIFT 2:**
Know your students and develop your cultural competency.

- See the positive in students when interpreting their behavior and progress.
- Be open to seeing flaws in your own practice or your school’s policies.
- Learn and affirm your students’ home culture and be thoughtful about how to integrate those assets into instruction.
- Act with respect and humility when you engage families and community members. Be open to what you do not know and be willing to think about what you think you know.
Teaching Tolerance is an organization that helps teachers and schools think of and practice the best way to support all students, especially those students who might be bullied or discriminated against, such as students of color, students with disabilities, immigrant students and lesbian, gay, bisexual and transgender students.

**How to Interrupt Disciplinary Bias in the Classroom**

In the majority of schools, the response to discipline issues is driven by administrators, counselors and, in a growing trend, by school resource officers and law-enforcement officials. However, next to parents and families, classroom teachers are the adults with whom students spend the most time. Classroom teachers often know their students better than anyone. Teachers are on the front lines of their students’ growth and development, and their daily decisions can help keep students in school and out of the criminal justice system.

Teaching Tolerance offers a framework for how classroom teachers can help interrupt disciplinary bias by shifting the approach they take toward students, from a punitive one to a responsive one.

**SHIFT 3:**

**Plan and deliver effective student-centered instruction.**

- A well planned and highly engaging lesson is the best way to manage a classroom.
- Plan and deliver meaningful curriculum that connects to students’ lives, communities and world. Your students should understand and care about their purpose for learning.
- Create “differentiated” instruction so that all students are being challenged at their level. Disruptive behavior often starts when learners are bored or anxious.
Teaching Tolerance is an organization that helps teachers and schools think of and practice the best way to support all students, especially those students who might be bullied or discriminated against, such as students of color, students with disabilities, immigrant students and lesbian, gay, bisexual and transgender students.

How to Interrupt Disciplinary Bias in the Classroom

In the majority of schools, the response to discipline issues is driven by administrators, counselors and, in a growing trend, by school resource officers and law-enforcement officials. However, next to parents and families, classroom teachers are the adults with whom students spend the most time. Classroom teachers often know their students better than anyone in the school. Teachers are on the front lines of their students’ growth and development, and their daily decisions can help keep students in school and out of the criminal justice system.

Teaching Tolerance offers a framework for how classroom teachers can help interrupt disciplinary bias by shifting the approach they take toward students, from a punitive one to a responsive one.

**SHIFT 4:**
Move toward support and away from punishment.

*Model, reinforce and praise positive, healthy behavior.*

- Be a “warm demander,” someone who insists that students meet high standards, not because you are inflexible, but because you know they can meet expectations. Students have the most respect for teachers they know care about them, but whose expectations are high and nonnegotiable.

- Praise achievements often and publicly. Create routines and rituals that celebrate students’ success with awards and recognitions.

- Use positive intervention strategies that build students’ capacity to manage their own behavior (e.g., three-minute cool-out, peer mediation, conflict-resolution training, behavior contracts, etc.).
Teaching Tolerance is an organization that helps teachers and schools think of and practice the best way to support all students, especially those students who might be bullied or discriminated against, such as students of color, students with disabilities, immigrant students and lesbian, gay, bisexual and transgender students.

**How to Interrupt Disciplinary Bias in the Classroom**

In the majority of schools, the response to discipline issues is driven by administrators, counselors and, in a growing trend, by school resource officers and law-enforcement officials. However, next to parents and families, classroom teachers are the adults with whom students spend the most time. Classroom teachers often know their students better than anyone. Teachers are on the front lines of their students’ growth and development, and their daily decisions can help keep students in school and out of the criminal justice system.

Teaching Tolerance offers a framework for how classroom teachers can help interrupt disciplinary bias by shifting the approach they take toward students, from a punitive one to a responsive one.

**SHIFT 5:**

Resist the criminalization of school behavior.

*Keep kids in the classroom and police out.*

- While extreme situations may warrant it, carefully consider when and why you remove a student from your class. What are the costs of his or her lost instructional time? What are the costs to your credibility with that student and other students?
- Examine how discipline policies are enforced, both in your classroom and across your school. Are they equitable across race and gender lines?
- Absenteeism is the #1 predictor leading to arrest and incarceration. If it is a problem in your school, form a group of school and community members, including students, to examine the causes and propose solutions.
Interrupting Disciplinary Bias in the Classroom: Recommendations from Teaching Tolerance

Collaborate with your group to answer the questions below.

1. Three ways to keep students interested in classwork are:

2. Three ways teachers can make students feel respected in the classroom are:

3. If a student makes a comment that is hurtful to others, but no student seems offended by it, what should the teacher do?

4. For schools that have attendance problems, Teaching Tolerance recommends:
5. Describe how a teacher can demonstrate that he is a “warm demander.”

6. Why should a teacher consider how discipline policies are being enforced in school?

7. How can praising student achievement help reroute the school-to-prison pipeline?

8. How does Teaching Tolerance recommend teachers interact with their students’ families? How can this help keep students out of prison?
In recent years, many schools have turned their focus to the idea of teaching through relationships. Students discuss why it is important for teachers to know their students across developmental stages and grade levels, then use a new student profile template from the New York City Early Childhood Professional Development Institute to assess the kinds of student information important for a pre-kindergarten teacher to know and consider the reasons why this information might be important.

**PREP**

- Read *Relationships and Learning in the Early Childhood Classroom* article
- Be prepared to discuss *Moving to Kindergarten (My Child’s Profile)* handout

**MATERIALS**

- *Relationships and Learning in the Early Childhood Classroom* article
- *Moving to Kindergarten (My Child’s Profile)* handout

**EXPLAIN**

Traditionally, teachers have been seen as a formal authority and disciplinarian in the classroom. In recent years, however, many educators and education professionals have come to believe, through experience and research, that when teachers and students have distant relationships with one another, learning becomes more difficult.

**Why do you think this is? Do you agree with this?**

> Students and teachers need to build trust, so they feel safe learning and failing with each other. Teachers need to recognize students as individual human beings and know that one-size does not fit all in the classroom. Students’ abilities and behavior depend heavily on their life experiences which are influenced by their homes, families, and the communities in which they live.
Today we’re going to read an article about the importance of building teacher/student relationships, specifically in the Early Childhood Education classroom. Considering the age group, why do you think relationships might be particularly important between teachers and students?

Young children are in school for the first time, which is scary. They don’t know how to identify or control their own emotions yet. They are very impressionable and are learning very quickly, so it’s important to have someone they know and trust to lead them.

Distribute Relationships and Learning in the Early Childhood Classroom article. Ask students to read it and summarize the article in their own words.

When students are finished, ask them to turn to a partner and share their summaries.

DISCUSS

- How can close relationships with teachers help young children with their own emotions? Why is this important?
- How can close relationships with teachers help young children academically? Why is this important?
- What do you think are the qualities of a close relationship between a teacher and a student?
- What kinds of things do you think a teacher might want to know or find out about a young student who they are building a relationship with?
- Besides the student themselves, who else might you want to know about as a teacher of a young child?

CUNY’s New York City Early Childhood Professional Development Institute, an organization that helps prepare childcare workers and Early Childhood Education professionals to work with young children, developed a student profile to help Kindergarten teachers get to know their students and begin building those important relationships. We are going to read this profile and consider why each category is important for a teacher.

Distribute Moving to Kindergarten (My Child’s Profile) handout and ask students to get into pairs. Ask students to choose at least three categories in each of the numbered sections (1-4), and in the blank space below, explain why this category is important for a Kindergarten teacher to know. Remind them to think about their own experiences, as well as what they have read today, when considering why each category is important. Invite students to create their Kindergarten student’s name and draw a picture of their student on the cover page if they would like.

When pairs are finished, discuss their answers as a class.
Learning outside the home begins early in life. More than one-third of all U.S. children under the age of five are cared for outside of their homes by individuals not related to them. Research on Early Childhood Education shows that high-quality childcare experiences support the development of social and academic skills that facilitate children’s later success in school. There is also mounting evidence that close relationships between teachers and children are an important part of creating high-quality care environments and positive child outcomes.

As most parents and teachers know, children gain increasing control over their emotions, attention, and behavior across the early years. These growing abilities allow them to face and overcome new developmental challenges, from getting along with others to learning novel academic skills. Despite their growing abilities, preschoolers sometimes find it difficult to regulate their thoughts and emotions in ways that allow them to succeed at new tasks. At these times, close relationships with meaningful adults, including teachers, can help children learn to regulate their own behavior.

The sense of safety and security afforded by close relationships with teachers provides children with a steady footing to support them through developmental challenges. This support may help the child work through a new academic challenge, such as learning to write a new letter of the alphabet; or the close relationship may help the child maintain a previously learned skill when confronted with a challenging new context. For instance, a child who is quite socially adept during circle time (a prior skill) might have more difficulty navigating these social interactions when he or she is over-tired from a missed nap (a challenging context).

In either case, when children internalize their teachers as reliable sources of support, they are more successful at overcoming challenges. In fact, having emotionally close relationships with child-care providers as a toddler has been linked with more positive social behavior and more complex play later as a preschooler. Kindergartners with close teacher relationships have been shown to be more engaged in classroom activities, have better attitudes about school, and demonstrate better academic performance. Thus, teacher-child relationships appear to be an important part of children’s social and academic success in school.
Article Summary in My Own Words:


moving to kindergarten
(My Child’s Profile)
Ask your child to make a picture of him/herself.

ARTIST’S NAME:
Invite your child to write his/her name as best as he/she can, or feel free to write it for him/her.

CHILD’S NAME ____________________________

CHILD’S DATE OF BIRTH _____/____/______

TODAY’S DATE _____/____/______
1. **More family information**
   - Who are the most important people to your child?
   - Do you have any family pets?
     - If so, what kind, and what are their names?
   - CHANGES IN FAMILIES AFFECT CHILDREN IN DIFFERENT WAYS:
     - Have there been any changes in your family in the last year? Do you anticipate any big changes in the upcoming year? How does your child react when things change?
   - What else do you want your child's teacher to know about you or your family?

2. **More health information**
   - What is your child’s favorite food? Least favorite?
   - What is your child’s sleeping routine like?
   - What kinds of illnesses has your child experienced in the last 6 months (e.g., pinkeye, cold, stomachaches)?
   - Does your child have any other medical or health needs (e.g., nightmares, constipation) that you would like the teacher to know about?
3. **Tell us more about your child’s previous school and other experiences**

Who cares for your child when you are not with him/her?

Do you think that other children your child knows will be attending this school or kindergarten class?

When you talked to your child about kindergarten or school, what questions has he/she had? What questions do you have?

Sometimes, parents are as nervous about their children starting school as their children might be. What are your concerns or worries?

What places has your child been that s/he would like to visit again?

4. **Tell us more about your child’s personality and interests**

List 3-5 words that describe your child.

When your child plays alone, what kinds of things does he/she like to do? What about when your child plays with others – what are his/her activities of choice with friends or playmates?

Five-year-old children exhibit a range of behaviors when they’re angry. How does your child express anger? What about when he/she is disappointed? Frustrated? Afraid?

Does your child have any very strong interests in particular things (for example: trains, dinosaurs, dolls)?

What else would you like your child’s teacher to know about your child’s personality, interests, or needs?
Who lives in your household (siblings, extended family, etc.)?

Does your child have any medical conditions?

Does your child have any allergies?

Does your child have any dietary restrictions?

How do you know that your child is getting sick?

How does your child do when he/she separates from you? Does he/she have a favorite toy or book that helps him/her in these kinds of situations?

It is important for adults in your child’s life to be able to comfort him/her. What are the best ways to comfort your child when he/she becomes uncomfortable or upset?

What is your child’s favorite book?

If your child attends/has attended child care, preschool, or Head Start, what were his/her experiences like there?

Where did your child attend?

**PARENTS’ NAMES**

**ADDRESS**

**E-MAIL**

**PHONE NUMBERS**

HOME

MOBILE

WORK

OTHER

New York City Early Childhood Professional Development Institute

Developing Adults Working with Developing Children
Men of Color in the Teaching Profession: Why Diversity Matters

Students watch videos about male teachers of color describing their motivation for entering the teaching profession, and the need for male teachers of color. Students discuss their own experiences with teachers as they reflect on the role of diversity in Education employment.

PREP

- Watch [http://www1.nyc.gov/site/ymi/teach/nyc-men-teach.page](http://www1.nyc.gov/site/ymi/teach/nyc-men-teach.page), also found at [https://www.youtube.com/watch?v=k-UmnQzm9m4](https://www.youtube.com/watch?v=k-UmnQzm9m4)
- Write the following questions for discussion on the board:
  - When you were younger, did you feel like your teachers understood you? Why or why not?
  - Did you feel like you had a lot in common with your teachers? Why or why not?
  - Did you trust your teachers? Why or why not?
  - Describe a difficult experience you had with a teacher.
  - Describe your best experience with a teacher or describe a favorite teacher. What made this teacher a favorite?

MATERIALS

- This activity requires a computer lab and projector.

EXPLAIN

1. Ask students to get into pairs and discuss the questions on the board.
2. When pairs are finished, ask students to share highlights from their discussions with the class. Ask if they notice any similarities in students’ experiences. If so, do they have some thoughts as to why those similarities exist? If not, that’s ok.

> Some students may discuss differences such as class or race as sources of misunderstanding or lack of trust between students and teachers.
According to data from the Department of Education, 82% of teachers in America are white and 80% of teachers are women. Meanwhile, America’s students are becoming more diverse every year. In New York City, 43% of public school students are male students of color and only 8% of teachers are men of color. NYC Men Teach is a program that encourages and supports men of color in becoming teachers. Why do you think this program might be important?

We’re going to watch a video about the experiences of some male teachers of color in NYC public schools. The first time, we’re going to watch the video all the way through without writing anything down, so you can take in the material without having to focus on recalling particular pieces of information. The second time, we’ll take notes.

Play the video once by clicking on http://www1.nyc.gov/site/ymi/teach/nyc-men-teach.page, or https://www.youtube.com/watch?v=k-UmnQzm9m4

Ask students to take out a piece of paper and pen so they can take notes. As students watch the video for a second time, they should write down anything that seems important, interesting, or confusing. They should also write down any questions that come up for them as they watch.

Once students have watched the video twice and taken notes, facilitate a discussion about the video. Write on the board some key words, ideas and concepts that come up in the discussion. Some sample discussion questions might include:

A. What did you learn from the video?
B. What was the message of this video? Do you agree or disagree with it?
C. What techniques did the video use to convey its message?
D. What is an interesting fact you learned from this video?
E. Did anything in the video remind you of something from your own life or someone you know?
F. What were you thinking when you finished watching the video?
G. What questions do you still have?
When we are talking about big issues like race, class, gender and education, there is a lot to consider. You’re now going to find a follow-up video to extend or expand on this issue. Ask students to navigate to YouTube on their own computers. What are some search terms you might try to find issues related to this video that could help build on the knowledge we’ve already gained?

- Male teachers of color, male teachers, diverse classrooms, diversity in public education.

Anyone can make a video and upload it to YouTube. How will you know if you have found a video that is from a legitimate or reputable source that can really add to this conversation?

- The people in the video might be real teachers or Education professionals. It looks like it’s professionally made. The speakers mention having worked as teachers or professionals in Education for a long time.

Circulate and help students research videos and determine source legitimacy. When students have finished, ask for a few volunteers to share their videos with the class. Lead discussion or clarify questions as needed.
NYC Men Teach

NYC Men Teach is a New York City program, run out of the NYC Young Male Initiative, in partnership with CUNY and Teach for America, that is focused on recruiting and support male teachers of color in NYC. Further information on the program can be found at http://www1.nyc.gov/site/ymi/teach/nyc-men-teach.page
Childcare Workers Join Wage Organizing Efforts

Students learn about how childcare workers have contributed to efforts to raise the minimum wage to $15 in New York City and across the state. They read and discuss an article, identify the main idea and supporting details, and answer questions.

PREP

- Read the Care Workers Join the Movement for $15/hr Minimum Wage article
- Be prepared to explain vocabulary: dual, median, revenue, imperative (n.) expressions, make ends meet, lion’s share

MATERIALS

- Care Workers Join the Movement for $15/hr Minimum Wage article
- Main Idea and Supporting Details worksheet

EXPLAIN

1. While managerial careers in Childcare and Early Childhood Education settings often pay annual salaries of up to $65,000, most Childcare Workers, as well as Early Childhood Educators and their assistants, earn an average of $9.38/hr and are not making a living wage. What is a living wage?
   - A wage that is sufficient to cover the necessities and comforts of an a decent standard of living.

2. A living wage isn’t the same for all people. Why do you think this is? What kinds of factors must be considered when determining what a living wage is?
   - Many factors determine how much money someone needs to cover their needs. Where someone lives (it is more or less expensive to secure housing, food, and transportation depending what city, state or region someone lives in), how many people they financially support, other household income.

3. In 2012, a group of fast food workers organized a demonstration in support of the minimum wage for food service employees being raised to $15/hr. The national (or federal) minimum wage has been $7.25/hr since 2009. States and cities are allowed to determine their own minimum wage at or above the
federal minimum wage. Over time, the fast food workers have collaborated with other workers and labor unions to organize for a more liveable minimum wage. This movement is now working hard in many cities all over the country to raise the minimum wage for low-wage workers, including government employees, airport workers, janitors, home health aids, and childcare workers. Today we’re going to read about how this issue affects childcare workers and the families they care for.

Distribute *Childcare Workers Join the Movement for $15/hr Minimum Wage* article and ask students to read and annotate it, marking anything they find important, interesting, surprising or confusing. They can also circle unfamiliar vocabulary and write any questions they have in the margins.

When students are finished, distribute the *Main Idea and Supporting Details* worksheet and ask them to complete it with a partner.

When students are finished, review the responses from their worksheets and discuss the following questions as a class:

A. What do you think about the way childcare workers are compensated for their jobs? Why do you think they are paid so little?

B. Do you agree they should be paid at least $15/hr? Why or why not?

C. Many countries around the world provide free childcare and Early Childhood Education for all families, regardless of their income. What do you think about this idea?

D. The movement to raise the minimum wage to $15/hr has been successful for all sectors in cities like Seattle and Los Angeles. Fast food workers and government employees won the $15 minimum wage in New York City last year, but many low-wage workers, including childcare workers, have not yet been included. Do you think the Fight for $15 will be eventually be successful on a larger scale? Why or why not?

E. Why do you think someone would choose a career in childcare and Early Childhood Education even though the wages are often low?

F. Are you interested in a career in childcare and early education? Why or why not?
Childcare Workers Join the Minimum Wage Increase Movement

Claire Zillman | Mar 31, 2015

Adapted from http://fortune.com/2015/03/30/child-care-workers-pay/
Photo: https://cloudfront.mediamatters.org/static/uploader/image/2014/12/03/Chicago_Raise_the_Min.jpg

In the wake of minimum wage increases at Wal-Mart and Target, a new group of workers has joined the campaign that’s being credited for helping prompt such pay hikes.

On Tuesday, childcare workers will join the Fight for $15, the home care workers and airport workers who have joined the campaign since its launch.

Mary Kay Henry, president of the Service Employees International Union, which backs the Fight for $15, told Fortune magazine that childcare workers protesting alongside fast-food workers illustrates a dual crisis: underpaid working parents are struggling to take care of their own.

Childcare workers in the U.S. earn median pay of $9.38 per hour, according to the Bureau of Labor Statistics. That is comparable with the earnings of food preparation workers—$9.28 per hour—and retail sales employees—$10.29 per hour—and is especially measly when weighed against childcare workers’ role in Early Childhood Education.

Responsive, sensitive, and secure adult-child attachments are developmentally expected and biologically essential for young children;
their absence signals a serious threat to child well-being, according to a 2012 study by the National Scientific Council on the Developing Child. Findings such as these help explain the childcare industry’s growing expectation that its workers have college degrees. The share of Head Start teachers with an Associate’s or Bachelor’s degree grew by 61%; for Assistant Teachers, it increased by 24% between 1997 and 2013.

And yet Childcare Workers struggle to make ends meet. Indeed, Head Start achieved its goal of having at least half of its teaching force hold a Bachelor’s or advanced degree in Early Childhood Education by September 2013, but its employees’ salaries have not kept up with inflation since 2007.

“If you look back over the last 25 years, we’ve learned so much about Early Childhood development. We have a 21st century set of expectations [about childhood development], but in many ways we still have a 20th century view of work and pay structure [for childcare workers],” says Marcy Whitebook, director of the Center for the Study of Child Care Employment at the University of California, Berkeley. “There’s a gap between the expectations and promise of Early Childhood and the way we think about the people who do the work.”

That gap is putting the quality of childcare at risk. Research points to wages as a key factor in the retention of high-qualified teachers, which, in turn, is the best predictor of whether a childcare center maintains quality over time. Low wages inflict additional harm on the individuals who are providing the care.

Corrine Hall, a 53-year-old from Raleigh, North Carolina who has worked in childcare for 30 years, told Fortune she currently earns $8.25 per hour serving as a substitute caregiver at various childcare centers. She was laid off from a full-time job two years ago. In the three decades she has worked in the field, she’s never earned more than $13 per hour. Her low wages forced her to use food stamps earlier in her career as she cared for two daughters by herself. She has little savings for retirement. “I don’t have anything to fall back on. Hopefully social security will be around. Other than that and my family, that’s pretty much all I have,” she says.

Hall is far from alone in her reliance on public assistance. In 2012, 46% of childcare workers—versus 25% of the nationwide total workforce—was a member of a family enrolled in at least one of four public support programs: the Federal Earned Income Tax Credit, Medicaid and the Children’s Health Insurance Program, the Supplemental Nutrition Assistance Program, and Temporary Assistance for Needy Families, according to a 2014 study by the Berkeley Center.

Underlying the wage issue is the high cost of childcare itself, which makes industry workers’ poor pay all the more surprising. For parents, full-time infant care costs—on average—between $4,560 and $16,549 per year, depending on the state and childcare center setting. For a four-year-old, it ranges from $4,039 to $12,320. The Berkeley Center’s analysis shows that there’s been a two-fold increase in the cost to parents for early childhood services since 1997. At the same time, childcare workers have experienced no increase in real earnings, even as payroll and related expenses make up 80% of the cost of a childcare program.
Phillips surmises that the increased expense could be related to the growth of for-profit childcare centers.

Meanwhile, Rachel Demma, policy director at the Early Care and Education Consortium, which represents childcare centers, says most for-profit providers make very little profit and, like their non-profit counterparts, spend the lion’s share of their revenue on staffing expenses. She said the growing cost of childcare could be due to fluctuations in state reimbursement rates to providers that serve needy families. M-A Lucas, director of the Consortium, points to stricter caregiver-to-child ratios and the increased prevalence of labor-intensive infant care as two potential reasons for the skyrocketing costs and stagnant worker pay.

The answer to a second question may be just as hard to pin down: who will pay for childcare workers’ higher wages?

There’s little disagreement that parents are already paying enough. Lucas says she’s concerned about the wages of the childcare workforce, but her organization’s stance is to “advocate for policies that won’t shift the burden of increased program costs to families.”

Whitebook from the Berkeley Center says Early Childhood Education should be a public good. “Like public education, not everyone has to use it, but it should be there.”

Former President Barack Obama’s recent proposal for a $3,000 childcare tax credit and in New York and other states, the introduction of universal pre-kindergarten offer some hope. So does the Department of Defense’s Military Child Care Act, which successfully established new quality standards for the department’s childcare providers and linked teachers’ training to their pay.

“People have solved this problem,” Phillips says. “There are multiple ways to do this; it’s just about making it a national imperative for private and public entities.”

UPDATE: Since this article was published, the Fight for $15 in New York City was successful in obtaining a $15/hr minimum wage increase for fast food workers and city employees, and the movement to raise wages for other minimum-wage workers continues.
Main Idea and Supporting Details

Complete the following chart by paraphrasing the main idea of the article and three supporting details. Provide a quote from the article as evidence for each supporting detail. Answer the questions that follow.

**MAIN IDEA OF THE ARTICLE:**

<table>
<thead>
<tr>
<th>Supporting Detail</th>
<th>Evidence/Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
1 According to the article, Marcy Whitebook, director of the Center for the Study of Child Care Employment at the University of California, Berkeley, says, “We have a 21st century set of expectations [about childhood development], but in many ways we still have a 20th century view of work and pay structure [for childcare workers].” What did she mean by this? Why is it important?

2 How are parents and families impacted by the wages of Childcare Workers?
It does not matter how slowly you go as long as you do not stop.

—Confucius

CONFUCIUS (c. 551 BCE–479 BCE) was a philosopher and teacher, revered around the world as one of the great intellectual masters. He was born in 551BC in China. His teachings focused on ethical matters and self-discipline – how to treat others with dignity and respect. To Confucius, the main objective of being an educator was to teach people to live with integrity.

Adapted from http://www.biography.com/people/confucius-9254926#major-works