



PROGRAM WALK-THROUGH REFLECTION TOOL

The Program Walk-through Reflection Tool was designed with the input of the full MHEL program staff, and refined in collaboration between SRC and the MHEL Race and Equity Steering Committee. This tool should be used as part of the self-evaluation process to gather reflections on the ways each center-based learning community is living out its shared commitment to equity.

The tool is NOT designed to be used as a checklist, but rather as a thought and discussion guide for REL pairs to compare practices at their centers to the suggested best practices on the tool. Similarly, this tool is not designed to evaluate individual teachers or classrooms, but should instead point to areas of strength and areas for growth across the center.

There are 4 categories of indicators reflected on this tool:



ENVIRONMENTS

This category points to materials and physical attributes that would help to ensure that learning spaces are accessible and affirming to all members of the learning community. This list is not comprehensive, and RELs are encouraged to note additional indicators that they see or do not see as they complete the tool.



ADMINISTRATIVE PRACTICES

This category relates to the systems and structures in place at the center to enable teachers and staff to act on their commitments to equity. These indicators may represent circumstances, policies, or practices that teachers, staff, RELs, and even organizational leaders have varying levels of control over, however, it will be useful to surface all observations.



INTERACTIONS

The interactions category relates to how the center's shared commitment to equity is reflected in the daily interactions staff-staff, staff-child, and staff-families. While observations may vary significantly from one classroom to another, there may also be important themes and patterns that come to light, or opportunities for staff to support and advise one another.



ORGANIZATIONAL CULTURE

Finally, the organizational culture category relates to the ways in which everyone in the learning community senses their value, belonging, and voice. Again, there may be other indicators to discuss in the notes, and RELs are encouraged to identify and describe these observations.

COMPLETING THE TOOL

To complete the Program Walk-through Reflection Tool, RELs should take notes individually, based on their observations for each indicator. Then, each REL pair can compare answers and work together to answer each indicator collectively on the online platform.

RELs can access the online platform at: <https://goo.gl/forms/9V3o3eiODoDXGUU32>

Responses will be collected for each center and will contribute to a broader discussion of the organization's strengths, growth edges, and next steps for the coming year and beyond.



ENVIRONMENTS

WHAT TO LOOK FOR?	WHAT DID YOU SEE/HEAR?
Mile High Early Learning's Vision for Equity is displayed prominently in the center where staff, families, and children are likely to see it regularly.	
There are photos of children and families displayed in prominent locations where children AND families are likely to see them (hallways, classroom entryways, etc.).	
Children and adults of all differing abilities have access to all materials and spaces in the building.	
Books, materials, and classroom displays reflect a variety of racial and cultural groups in positive, non-stereotyping ways.	
Books and other language-focused materials are available in multiple languages (especially those represented by the children, families and teachers in the center).	



ADMINISTRATIVE PRACTICES

WHAT TO LOOK FOR?	WHAT DID YOU SEE/HEAR?
Teachers and leaders use individualized strategies to communicate with families, and are willing to take responsibility for identifying and using modes of communication that work for each family.	
Communication materials are printed in the preferred language of families.	
Teaching teams have adequate time for planning and reflection on practices.	
Challenging behavior is handled and discussed fairly for all children and families, prioritizing the child's needs, inclusivity, and the restoration of relationships.	
Center-based leaders provide explicit guidance and accountability to ensure inclusive scheduling and accessibility of family events.	



INTERACTIONS

WHAT TO LOOK FOR?	WHAT DID YOU SEE/HEAR?
There are procedures in place for staff to learn about families' cultural experiences including customs, special days, traditions, and more in authentic ways.	
Staff recognize that children may discuss and act out the full range of human experiences, family roles, gender expressions, and cultural identities, and do not apply shame, judgment or limitations.	
Staff have sensitive, caring interactions with all children, and respectful interactions with all adults in the learning environment.	
Staff have the skills to handle challenging behavior in ways that don't shame or marginalize children.	
Staff are well-equipped to answer children's questions about human difference (e.g., skin color, language, family type, etc.)	



ORGANIZATIONAL CULTURE

WHAT TO LOOK FOR?	WHAT DID YOU SEE/HEAR?
Linguistic diversity is treated and discussed as asset to the learning community and not as a "barrier".	
Families' funds of knowledge and lived experiences are highly regarded, and are at the foundation of family partnerships.	
When there is conflict between adults in the learning environment, staff are able to quickly reach resolutions in which everyone feels heard and respected.	
Families have a significant presence in the building, and have meaningful interactions with staff regularly.	

ADDITIONAL NOTES: