

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



Introduction to Early Childhood Webinar

February 19, 2014

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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# Welcome and Introduction

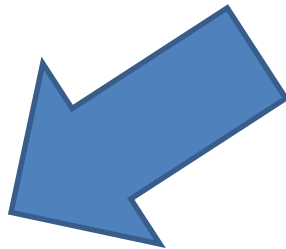


# Logistics

Questions?  
Comments?



**USE THE CHAT BOX**



Press “\*6” to  
mute or  
unmute your  
phone

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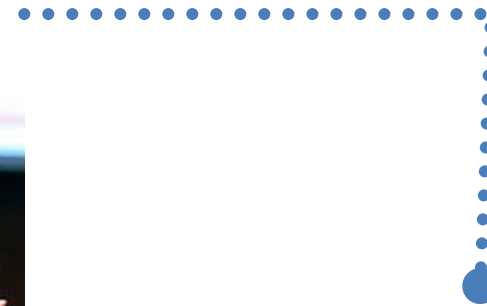
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# Who's There?



Type your name  
and affiliation into  
chat box

  
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## Landing Pads

### Resource Descriptions

#### Resources for Faculty

##### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>

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## Introduction to Early Childhood Education: EDU 119

### Approved Course Description

Introduction to Early Childhood Education, covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*



## Introduction to Early Childhood Education Landing Pad

This Landing Pad provides resources that can be incorporated into introductory early childhood courses to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [[here](#)] to download the landing pad resources as a document.

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# Introduction to Early Childhood Education



  
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# Handouts

Just the Facts, Ma'am 

Read All About It 

See For Yourself 

Find It Online 

## Introduction to Early Childhood Education

Just the Facts, Ma'am

Child Care in America Today: 2012 State Fact Sheets

[http://www.naccorra.org/sites/default/files/default\\_site\\_pages/2012/full2012cca\\_state\\_factsheetbook.pdf](http://www.naccorra.org/sites/default/files/default_site_pages/2012/full2012cca_state_factsheetbook.pdf)

Division for Early Childhood (DEC). (2007). *Promoting positive outcomes for children with disabilities:*

*Recommendations for curriculum, assessment, and program evaluation.*

[http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Prmtg\\_Pos\\_Outcomes\\_Companion\\_Paper.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)

DEC. (2010). *Responsiveness to all children, families, and professionals: Integrating cultural and linguistic*

*diversity into policy and practice.*

[http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Position%20Statement\\_Cultural%20and%20Linguistic%20Diversity\\_updated\\_sept2010.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf) (position statement)

DEC. (2009). *Code of ethics.* [http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Code%20of%20Ethics\\_updated\\_Aug2009.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf)

DEC. (2009). *Code of ethics.* [http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Code%20of%20Ethics\\_updated\\_Aug2009.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf)

[http://www.dec-sped.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Code%20of%20Ethics\\_updated\\_Aug2009.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf)

DEC/National Association for the Education of Young Children (NAEYC). (2009). *Early childhood inclusion: A*

*joint position statement of the Division for Early Childhood (DEC) and the National Association for the*

*Education of Young Children (NAEYC).* [http://npdci.fpg.unc.edu/resources/articles/Early\\_Childhood\\_Inclusion](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

Early Childhood Development: The Promise, the Problem, and the Path Forward

<http://www.brookings.edu/research/articles/2013/11/25-early-childhood-development-atinc-gustafsson>

Early Childhood Profiles [http://www.nccp.org/profiles/early\\_childhood.html](http://www.nccp.org/profiles/early_childhood.html)

Highlighting the Positive Development of Minority Children

[http://www.srcd.org/sites/default/files/documents/washington/spr\\_brief\\_minority\\_children\\_2013\\_10\\_11.pdf](http://www.srcd.org/sites/default/files/documents/washington/spr_brief_minority_children_2013_10_11.pdf)

NAEYC. (2005). *Code of ethical conduct and statement of commitment*

<http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

NAEYC. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective,*

*accountable system in programs for children birth through age 8: Position statement with expanded*

*resources.* <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>



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# Context for this Course

- Introduction to/ history of the early childhood profession
- Understanding development, including social-emotional development
- Understanding child/family diversity and inclusion
- Family and community partnerships
- Current issues in the field
- Family and community partnerships
- Program types and standards
- Techniques of assessment of young children and early childhood environments, including observation
- Effective environments
- Effective teaching practices
- Program planning and evaluation
- Ethical conduct
- Professional options and pathways



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# A Day Without Child Care

See for Yourself



  
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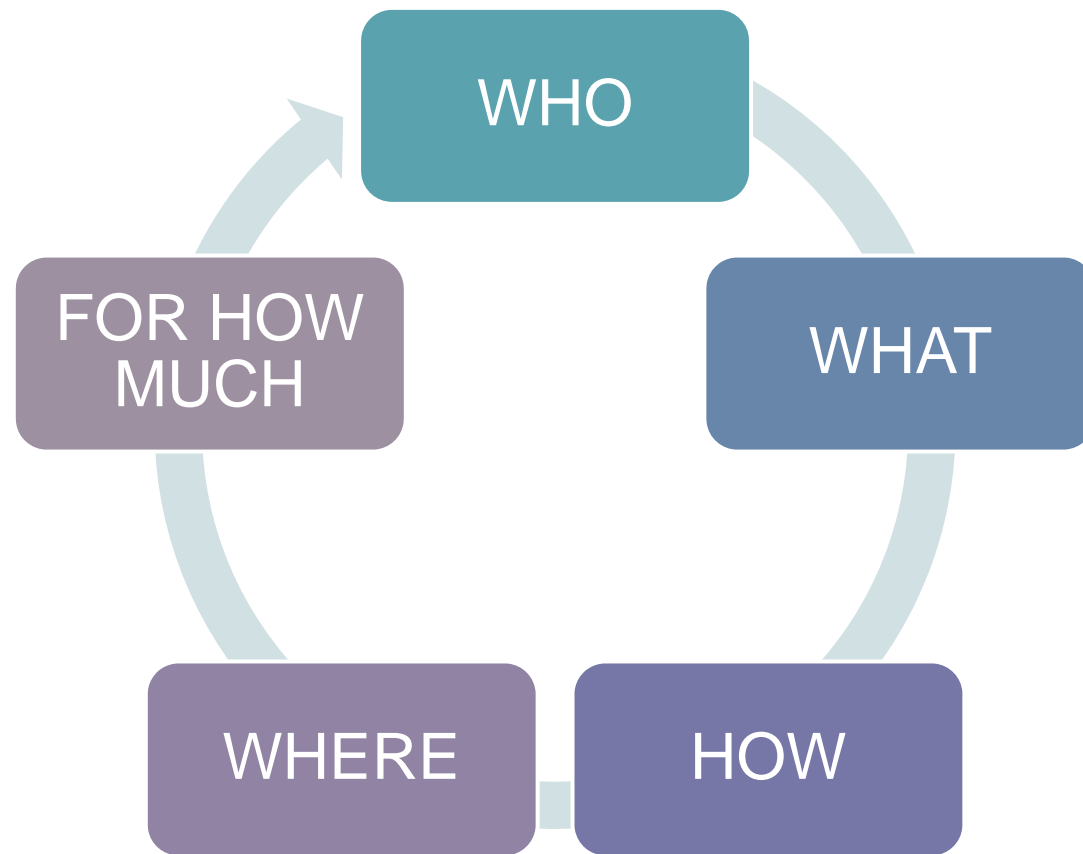
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# Introduction to the ECE Profession

Early Childhood Acronym	Translation
CDA	
NAEYC	
QRIS (or TQRIS)	
ECE	
IFSP	

# Introduction to the ECE Profession

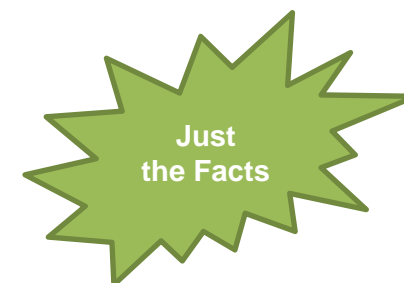


# Introduction to the ECE Profession

## Who's Minding the Kids? Child Care Arrangements: Spring 2011

*Household Economic Studies*

Lynda Laughlin  
Issued April 2013  
P70-135



### CHILD CARE IN AMERICA TODAY: FACTS



#### Family Characteristics and Need for Child Care

Number of children under age 6 in the United States <sup>7</sup>	23,363,909
Percentage of children under age 6 living with both parents <sup>8</sup>	65%
Percentage of children under age 6, living with two parents, whose parents are both working <sup>9</sup>	58%
Number of children under age 6 living with a single parent <sup>10</sup>	8,126,541
Percentage of children under age 6, living with a single parent, whose parent is working <sup>11</sup>	76%

  
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# Early Childhood Profiles

Just  
the Facts



## Early Childhood Profiles

NCCP's Early Childhood Profiles were produced as part of the [Improving the Odds for Young Children](#) project. These profiles highlight states' policy choices that promote health, education, and strong families alongside other contextual data related to the well-being of young children.

View the [Early Childhood profile for your state:](#)



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# Early Childhood Profiles

Just  
the Facts

## State choices to promote quality

- Require one adult for every 10 4-year-olds, and a maximum class size of 20 in child care centers. [2013]<sup>7</sup>  
*Child care regulations require one adult for every 14 children, and the maximum class size is 28.*
- Require one adult for every four 18-month-olds, and a maximum class size of eight in child care centers. [2013]<sup>7</sup>  
*Child care regulations require one adult for every 7 children, and the maximum class size is 14.*
- Allocate state or federal funds for a network of infant/toddler specialists that provide assistance to child care providers. [2011]<sup>8</sup>



- Have early learning standards or developmental guidelines for infants and toddlers. [2011]<sup>10</sup>
- State has adopted Common Core Standards [2012]<sup>11</sup>  
*NCCP believes that Common Core State Standards should be used in conjunction with guidelines for social emotional learning.*
- Have an infant/toddler credential. [2011]<sup>8</sup>
- Require through regulation that infants and toddlers in child care centers be assigned a consistent primary caregiver. [2008]<sup>12</sup>
- Have implemented a statewide Quality Rating Improvement System (QRIS) [2013]<sup>13</sup>
- State has comprehensive, free-standing standards for social emotional learning at the K-12 level [2011]<sup>14</sup>  
*State has some SEL goals or benchmarks integrated in academic standards*



# Understanding Development

- Developmentally appropriate expectations
- Observation and documentation
- Social-emotional development and guidance
- Supports for development



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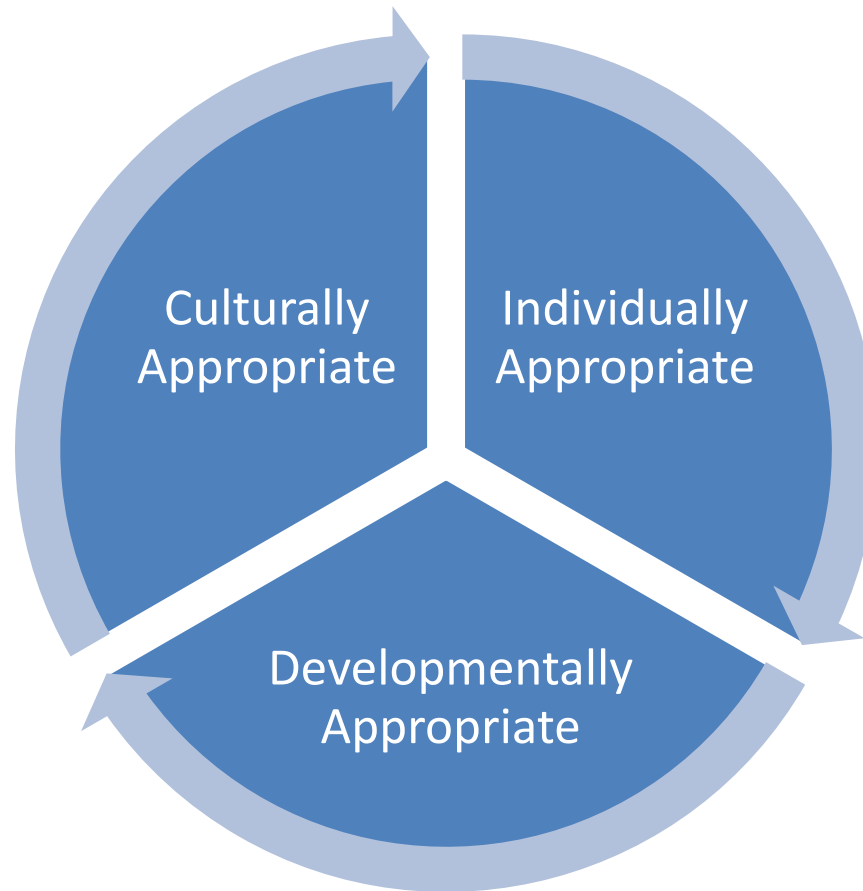
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# Developmentally Appropriate Practice



  
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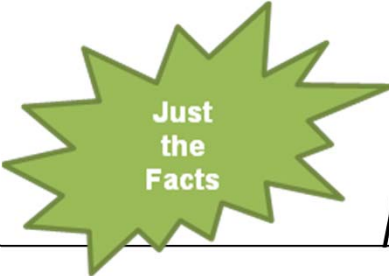
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# NAEYC standards

- Developmentally appropriate practices

# DEC standards

- DEC recommended practices



POSITION STATEMENT

## Early Childhood Curriculum, Assessment, and Program Evaluation

Building an Effective, Accountable System in Programs for Children Birth through Age 8

A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECSDE)

**Introduction**

High-quality early education produces long-lasting benefits. With this evidence, federal, state, and local decision makers are asking critical questions about young children's education. What should children be taught in the years from birth through age eight? How would we know if they are developing well and learning what we want them to learn? And how could we decide whether programs for children have a good job through the primary grades are doing a good job?

Answers to these questions—questions about early childhood curricula, child assessment, and program evaluation—are the foundation of this joint position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECSDE).

**The Position**

The National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education take the position that policy makers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to construct comprehensive systems of curricula, assessment, and program evaluation guided by sound

early childhood practices, effective standards and program standards, principles and values, belief in children, commitment to ethical behavior, use of important goals or coordinated systems, support for teachers and families, partnerships with communities, partnerships with business, and shared accountability.

- implement curricula that are challenging, engaging, developmentally and linguistically appropriate, and likely to promote positive young children.
- make ethical, appropriate, assessment a central part of the program. To assess young children's progress and needs, use developmentally appropriate, linguistically responsive, non-actometric measures, and non-actometric programs (C) that include teaching and learning about teaching that may occur for individual children, or improve their educational interventions.
- regularly engage in program goals and young

Adopted November 2003

## Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

Recommendations for Curriculum, Assessment, and Program Evaluation

Developed by the Division for Early Childhood of the Council for Exceptional Children

Endorsed by the National Association for the Education of Young Children, March 2007.

DEC

## CONCEPT PAPER

### Responsiveness to Family, Culture, Values and Education

Page 1 of 10

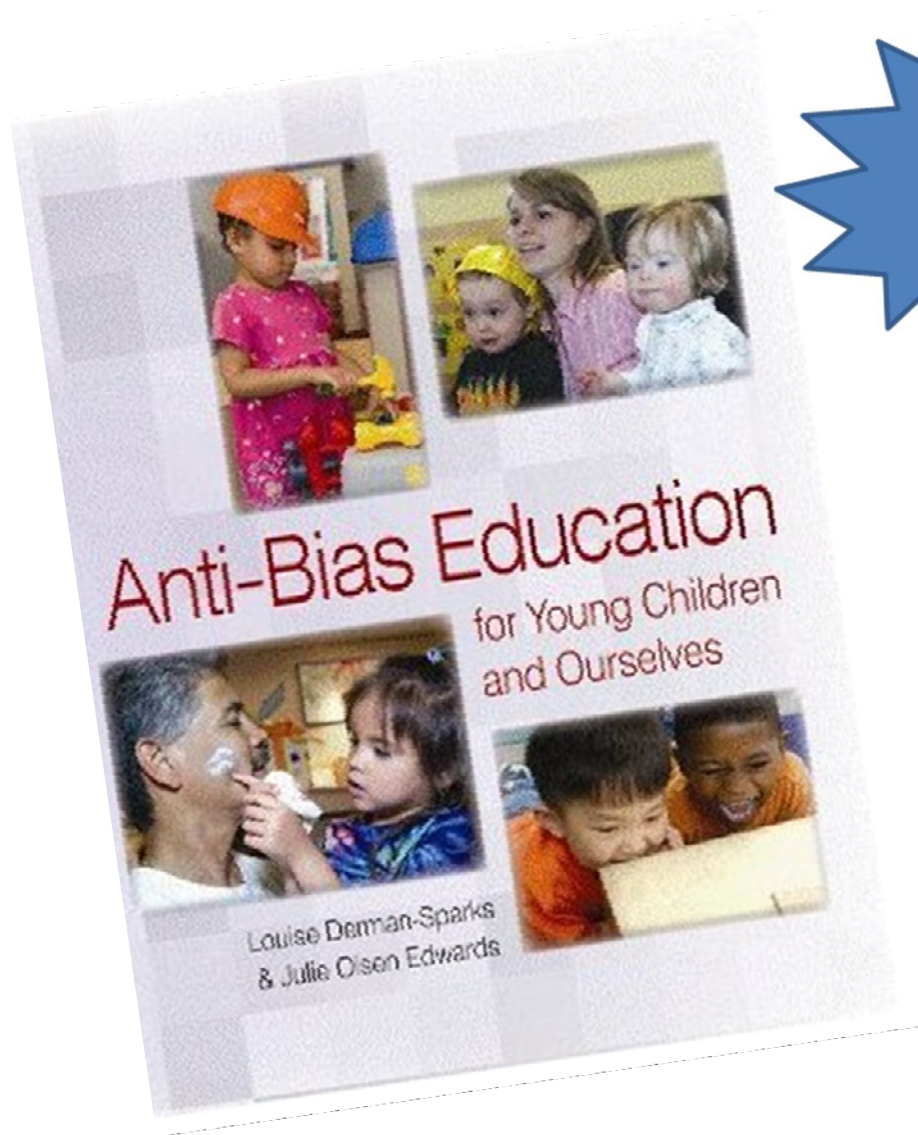
1. Introduction

2. Family, Culture, Values, and Education

3. Responsiveness to Family, Culture, Values, and Education

4. Conclusion

Page 1 of 10



Read All  
About It

*Anti-Bias Education for  
Young Children and  
Ourselves*

- Louise Derman-Sparks & Julie Olsen Edwards
- NAEYC Item #: 254



# Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC



[http://npdci.fpg.unc.edu/resources/articles/Early Childhood Inclusion](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

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# Foundations of Inclusion Birth to Five

See for Yourself

Defining Features of Inclusion

Access Participation Supports

00:00 / 12:53 YouTube

<http://community.fpg.unc.edu>

Read All  
About It



**BEING BLACK**  
IS NOT A RISK FACTOR:



*Including a foreword  
written by*  
**BARBARA T. BOWMAN**



**A STRENGTHS-BASED  
LOOK AT THE STATE  
OF THE BLACK CHILD**



**NBCDI**  
National Black Child  
Development Institute

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# SAME DIFFERENT AND DIVERSE



Understanding Children Who Are Dual Language Learners (DLLs)



- Important similarities among all children
- Differences between children growing up with one language (monolinguals) and dual language learners (DLLs)
- Diversity among children who are DLLs

  
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# Important Similarities Among ALL Children



ALL Children Have	What the Research Says
A natural capacity for learning and communication	Infants and toddlers who are learning one language, and those who are simultaneously learning more than one language, achieve developmental language milestones at the same time, e.g., babbling, first words, first word combinations (Paradis, Genesee & Crago, 2011).
A biological capacity for language/s	Children are born with the ability to learn language/s. They can process and store individual sounds from different languages and remember the rules of grammar in each language (Byers-Heinlein, Burns & Werker, 2010).
Ability to process multiple language/s	Children who are exposed to two languages prenatally are able to process both, and recognize that the two languages are separate (Byers-Heinlein, Burns & Werker, 2010).
Need for environments that support their culture and language/s	<p>Children’s environments can be additive or subtractive.</p> <ul style="list-style-type: none"> <li>• “Additive” environments support children to develop one or more languages, and within one or more cultures.</li> <li>• “Subtractive” environments give children the message that diversity is not valued (Genesee, Paradis &amp; Crago, 2004).</li> </ul>
<p>A need for teachers to</p> <ul style="list-style-type: none"> <li>• Fully understand where they are</li> </ul>	<p>The Head Start Program Performance Standards are based on a comprehensive approach to education that:</p> <ul style="list-style-type: none"> <li>• Supports all areas of children’s development.</li> <li>• Engages families as partners in their child’s education so they can</li> </ul>

# Key Differences Between DLLs and Monolingual Children



<b>Key Differences</b>	<b>What the Research Says</b>
Different developmental pathways	Children who are DLLs may initially learn a concept, e.g., big and little, in one of their languages and not know the words for the concept in the other one yet. On the other hand, they may have different amounts of exposure to their two languages at different times; for example, there may be big spurts in one language when Grandma comes to visit and a sharp decrease in progress when she leaves.
Opportunities to code switch (language mix)	Dual Language Learners are able to switch between two languages. Code switching is a typical feature of dual language development and provides children with rich communication because they can use both languages.

# DLLs Are a Highly Diverse Group



<b>Children Have Different</b>	<b>For Example...</b>	<b>Why This Matters...</b>
Languages	Children and their families may speak languages and dialects from around the world.	Every language has unique rules for grammar (syntax), etc., which those who speak the language must learn and use. If a family is one of a few speakers of their language in their community, the children have less exposure and opportunity to practice their home language.
Cultures	Children from the same language background may not share the same cultures even if they come from the same country.	Different cultures often have different expectations about how to communicate with one another and with whom, conversational rules, body language, etc.

# A Creative Adventure

See for Yourself



  
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# How to observe

Idea: Use short clips from *Clips for Practicing Observation, Documentation and Assessment Skills* to help students try out different observation strategies



## Common Observation Strategies<sup>1</sup>

Knowledge of common strategies as well as the skills to employ these strategies will ensure that goals of observation are met. It is important to recognize that observation is far more than looking at a child; rather, effective observation is comprised of numerous strategies that have varied uses and applications within the environment. The table below summarizes common observation strategies, their potential use, and suggestions for how to incorporate these into the early childhood environment.



Common Observation Strategies and their Usage

Observation Strategy	Description	Potential Use	Suggestions for Incorporation
<b>Running Records</b>	Detailed narrative accounts of events as they occur. Running records record everything observed in a factual manner	Running records can serve as a tool for documenting children's behavior for later reflection, where the information provided is processed and analyzed within the larger context	Running records require time to observe, as well as attention to the periods of time you are most interested in observing within. Comfortable chairs, notepads, and writing instruments are effective tools
<b>Anecdotal Notes</b>	Detailed narrative accounts that describe a particular event	Anecdotal notes can present information in a story format, which are recorded after an event has concluded. Anecdotal notes, over time, can provide stories of a child's development and interactions with the environment.	Anecdotal notes require material considerations similar to running records. However, the transcription of events can be done at a convenient time, and does not require real-time notations.
<b>Brief Notes</b>	Quick written records that provide a reminder of events observed	Brief notes can be compiled on a daily or weekly basis to present a cumulative picture of children's development	Placement of post-it notes throughout the room with easy-to-access writing instruments. Notes are collected on a daily basis and placed in a child's folder.
<b>Checklist</b>	Form used to indicate whether a particular behavior or developmental milestone is present or absent.	Checklists can provide a quick assessment of children's development, and serve as an indication for where further observation or more formal assessment measures should	Strategic observation organized around particular content items. Checklists can be completed in real-time by asking a child to complete certain tasks, or— more

<sup>1</sup> Heartland Equity and Inclusion Project (HEIP)

[www.heartland.edu/heip](http://www.heartland.edu/heip)

Heartland Community College

# Use Your State's Early Learning Guidelines/Standards

## **Emotional and Social Development**

- Developing a Sense of Self
- Developing a Sense of Self with Others
- Learning About Feelings

## **Health and Physical Development**

- Physical Health and Growth
- Motor Development
- Self-Care
- Safety Awareness

## **Language Development and Communication**

- Learning to Communicate
- Foundations for Reading
- Foundations for Writing

## **Cognitive Development**

- Construction of Knowledge: Thinking and Reasoning
- Creative Expression
- Social Connections
- Mathematical Thinking and Expression
- Scientific Exploration and Knowledge

**Social and Emotional  
Development**

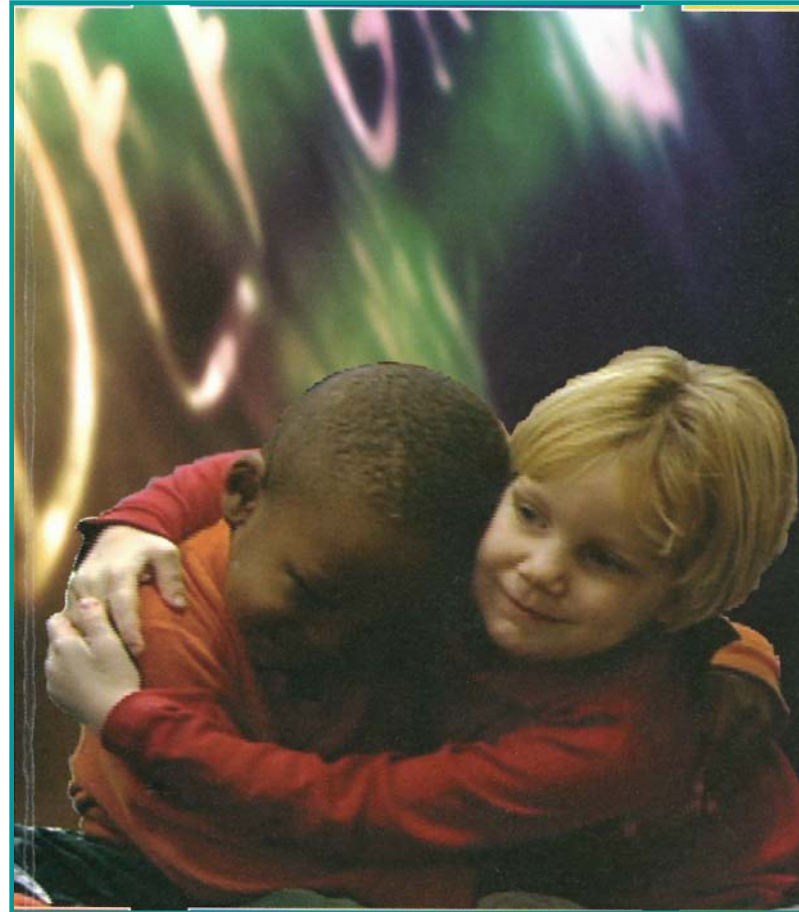
**Health and Physical  
Development**

**Language  
Development and  
Communication**

**Cognitive  
Development**

The World of  
**Children**

# Developing Child Observation Skills



  
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# Social-Emotional Development

- What's developmentally appropriate?
- What's culturally appropriate?
- What's individually appropriate?



# At What Age Should a Child . . .

## Backpack Connection Series

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The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home. This series was developed in collaboration with [Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion](#) and [Bal Swan Children's Center](#) in Broomfield, Colorado.

The Backpack Connection Series includes handouts in four categories:

- [Addressing Behavior](#)
- [Emotions](#)
- [Routines and Schedules](#)
- [Social Skills](#)



- .. stop biting?
- .. stop whining?
- .. share?
- .. take turns?
- .. be able to describe their feelings?

# Understanding Development

- Developmentally appropriate expectations
- Observation and documentation
- Social-emotional development and guidance
- Supports for development



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See for Yourself

## Guiding Young Children's Behavior

- Fostering Trusting Relationships
- Arranging the Classroom
- Selecting Classroom Materials and Planning the Schedule
- Establishing Classroom Rules
- Responding to Behavior Problems and Resolving Conflicts
- Helping Children Identify and Express Emotions

## Guiding Young Children's Behavior

A Project Navigate Training

Guiding Young Children's Behavior is an interactive training curriculum that provides current and future early childhood professionals with tools and strategies for guiding preschool children's behavior in positive ways. The curriculum was originally made possible through the generous support of the U.S. Department of Defense for Project Navigate, a project to support the professional development of early childhood professionals in U.S. Navy child care centers. Video clips from the curriculum are now available in their entirety below.



### Segment 1: Fostering Trusting Relationships

- Objective 1: Why trusting, supportive relationships are important
- Objective 2: Why supportive relationships are important for children of Navy families
- Objective 3: Ways to show warmth
- Objective 4: Authentic ways to respond to children
- Objective 5: Benefits of an attachment caregiver



### Segment 2: Arranging the Classroom

- Objective 1: Arranging classroom space
- Objective 2: Designing a classroom getaway space
- Objective 3: Resolving behavior problems by rearranging classroom space



### Segment 3: Selecting Classroom Materials and Planning the Schedule

- Objective 1: Open-ended classroom materials
- Objective 2: Materials that are relevant to family and culture
- Objective 3: Quiet and active materials
- Objective 4: Enough materials and choices of things to do
- Objective 5: Graded challenges
- Objective 6: Balancing teacher-guided and child-centered activities
- Objective 7: Planning and reflection sessions



### Segment 4: Establishing Classroom Rules

- Objective 1: Why children should be involved in setting rules
- Objective 2: Creating rules with children during a class meeting
- Objective 3: Using child-created rules throughout the year



### Segment 5: Responding to Behavior Problems and Resolving Conflicts

- Objective 1: Redirection
- Objective 2: Simple, positive reminders
- Objective 3: Firm reminders and choice-giving
- Objective 4: Conflict resolution
- Objective 5: Modeling

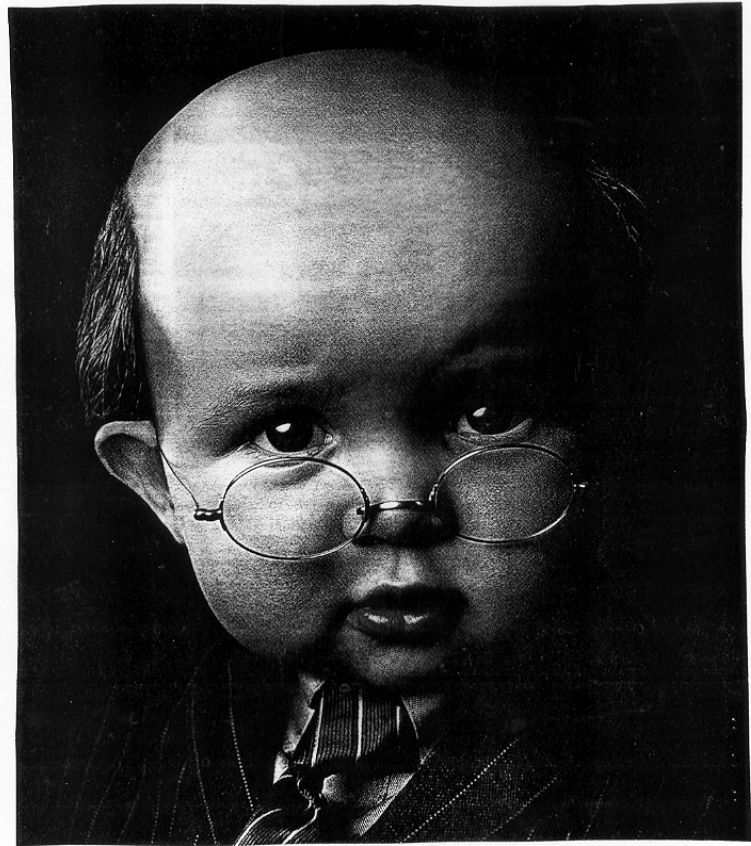


### Segment 6: Helping Children Identify and Express Emotions

- Objective 1: How feelings can influence children's behavior
- Objective 2: Acknowledge and help children identify feelings
- Objective 3: Guide children in expressing emotions
- Objective 4: Help children understand others' feelings
- Objective 5: Use group time and children's literature to help children learn about feelings

# Current Issues in the Field

- Professionalization of the field
- Standards vs. standardization
- Professional credentials and qualifications
- Readiness: For what?
- Is kindergarten the new first grade?
- Play
- Bullying



# Current Issues in the Field

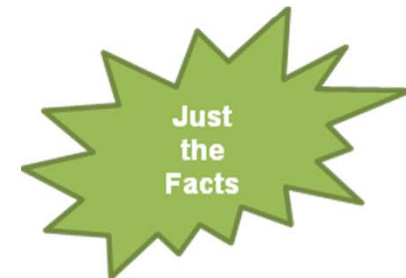
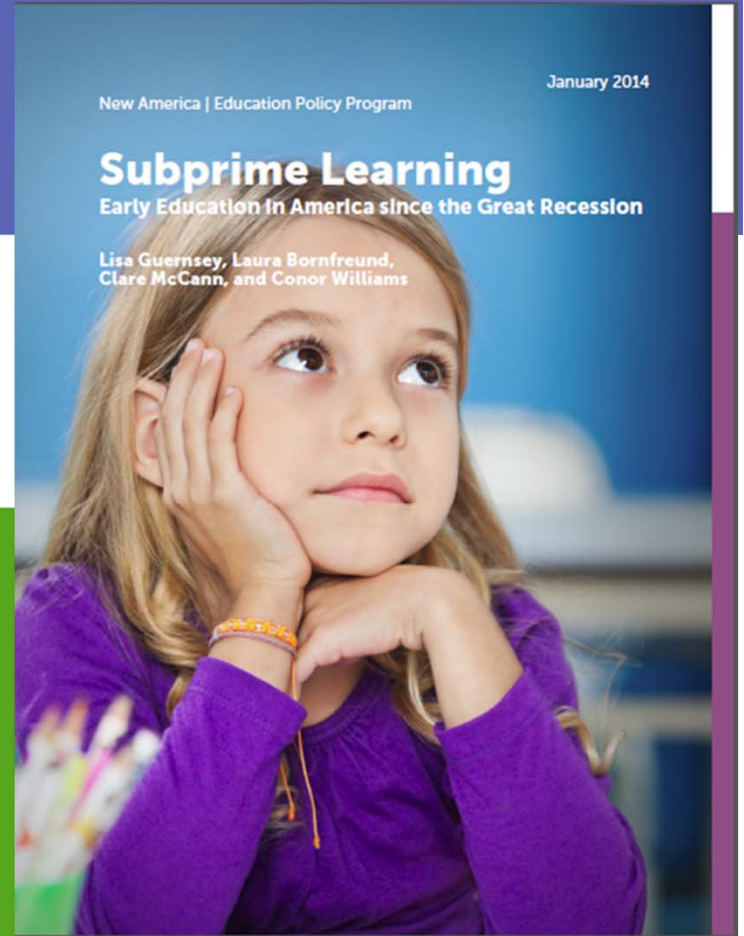
Read the Report Online by Section

## THE STATE OF AMERICA'S CHILDREN

2014

FULL REPORT  
FOREWORD  
OVERVIEW  
50 YEAR SNAPSHOT  
EACH DAY IN AMERICA  
CHILD POPULATION  
CHILD POVERTY  
FAMILY STRUCTURE/INCOME  
HOUSING & HOMELESSNESS  
CHILD & HUNGER NUTRITION  
CHILD HEALTH  
EARLY CHILDHOOD  
EDUCATION  
CHILD WELFARE  
JUVENILE JUSTICE  
GUN VIOLENCE  
DATA TABLES/ENDNOTES

Children's Defense Fund



# Current Issues in the Field

Read All

About It

## **Voices** from the field

Stop Trying to Make Kids “Ready” for Kindergarten



# Current Issues in the Field

## Is Kindergarten Too Young to Test?

Holly Korbey | February 7, 2014 | 25 Comments

 Tweet 294

 Like 1.1k

 Share 32

 Email Post

 Print



Thanks, Brenda Blackburn of Blue Ridge Community College for this resource!

Read All  
About It

# Possible Activity: Professionalization

## Create a Great Debate

RESOLVED: Early childhood teachers deserve to be paid more than professional athletes



- Create a RESOLVED statement around which to organize the debate (see above)
- Divide students into teams, assigning one team the pro point of view and the other team the con point of view
- Direct each team to locate and synthesis evidence that supports their perspective (pro/con). Be sure to encourage multiple sources (research, course text, readings, professional views, family views)
- Stage the actual debate
- Give each side 5 minutes to make their case (they will probably want to designate a spokesperson)
- Give each side 2 minutes for rebuttal
- Option: Vote on who won the debate
- Discuss the real world implications of the topic, e.g., how might your opinion vary if you were a child care administrator, a teacher, a parent, etc.



# Possible Assignment



Some older individuals believe that, because they do not have young children or grandchildren in the area where they live, they should not be obliged to pay to support early childhood initiatives.

- Create a one-page, formatted handout that lists at least five reasons why supporting quality for young children is a good investment.
- Provide evidence sources for each of your reasons.

**BONUS:** Make the pitch to an older voter in your neighborhood.

# Possible Assignment

Find It  
Online



Participants in high quality early childhood programs have increased median earnings by as much as 36%

PAY MORE TAXES  
**DEPEND LESS**  
ON WELFARE

[learn more ▶](#)

**First**  
**2000**   
**DAYS**  
Early Investment  
A LIFETIME OF RESULTS

  
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# Crime Prevention

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Law enforcement officials say the best strategy to reduce crime is to invest in early childhood.

[www.fightcrime.org](http://www.fightcrime.org)



# Play

- Let's play
- Overview of play
- A creative adventure
- The power of play
- The importance of play in promoting healthy ...
- Resources to support play as the basis for ...



Source: Scientific American

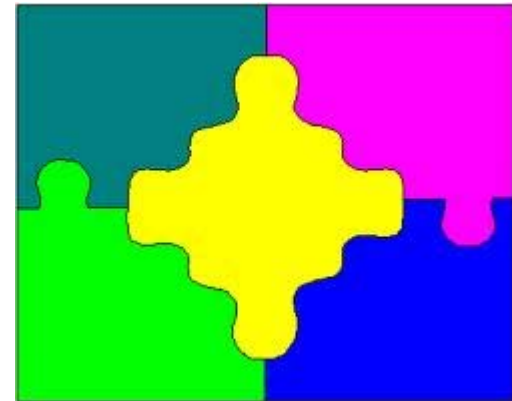


# Play: Jigsaw Activity

Divide students into groups based on the number of early learning standards/guidelines you have in your state.

Assign one standard/guideline to each group. Ask each group to find evidence for how play can support learning and development in each domain.

Fit the pieces of the jigsaw together to create an integrated puzzle of evidence on play.



# What Do We Mean By Quality?

Programs types and standards

Effective environments

Effective teaching practices

Assessment

Program planning and evaluation

  
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# Early Childhood Profiles

Just  
the Facts

## State choices to promote quality

- Require one adult for every 10 4-year-olds, and a maximum class size of 20 in child care centers. [2013]<sup>7</sup>  
*Child care regulations require one adult for every 14 children, and the maximum class size is 28.*
- Require one adult for every four 18-month-olds, and a maximum class size of eight in child care centers. [2013]<sup>7</sup>  
*Child care regulations require one adult for every 7 children, and the maximum class size is 14.*
- Allocate state or federal funds for a network of infant/toddler specialists that provide assistance to child care providers. [2011]<sup>8</sup>



- Have early learning standards or developmental guidelines for infants and toddlers. [2011]<sup>10</sup>
- State has adopted Common Core Standards [2012]<sup>11</sup>  
*NCCP believes that Common Core State Standards should be used in conjunction with guidelines for social emotional learning.*
- Have an infant/toddler credential. [2011]<sup>8</sup>
- Require through regulation that infants and toddlers in child care centers be assigned a consistent primary caregiver. [2008]<sup>12</sup>
- Have implemented a statewide Quality Rating Improvement System (QRIS) [2013]<sup>13</sup>
- State has comprehensive, free-standing standards for social emotional learning at the K-12 level [2011]<sup>14</sup>  
*State has some SEL goals or benchmarks integrated in academic standards*

# Activity: Create a quality profile

Your State Name Here:

Does your state have standards for programs serving young children?

Does your state have requirements for the people who can work with young children?

How does your state assess the progress and performance of young children?

How does your state measure the quality of early childhood environments?

How does your state measure the performance of the adults who work with young children?



# Child 51 Journal Assignment

Find It  
Online

**NOTE:** The following sequence is designed to align with a 15-hour sequence of observations at one program over the course of a quarter or semester.

First Visit

During your first visit(s) to the program, what are some of your first impressions?

How would you classify this program (family childcare, infant/toddler, mixed-age, for profit childcare center, laboratory school, Head Start)? Is it licensed? What is the teacher/child ratio? What are the ages of the children served? What are some core values or developmental goals of this program? Describe some of them and explain how you know what they are. What does the philosophy seem to be? Can you see evidence of developmentally appropriate practice (DAP)?

Second Visit – evidence of play in the curriculum

Third Visit – characteristics of the children, supports for the full participation of the children

Fourth Visit – social-emotional development, guidance

Fifth Visit – the environment

Sixth Visit – using observation and documentation

Seventh Visit – the curriculum



# Environments

- Kindergarten (3-part video)
- Linguistically and Culturally Relevant Early Childhood Environments



See for Yourself



Find It  
Online



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# Ethical conduct



## CODE OF ETHICS

August 2009

The Code of Ethics of the Division for Early Childhood (DEC) of the Council for Exceptional Children is a public statement of principles and practice guidelines supported by the mission of DEC.

The foundation of this Code is based on sound ethical reasoning related to professional practice with young children with disabilities and their families and with interdisciplinary colleagues. Foremost, is our value of respecting the autonomy of families as they make decisions for their young children with disabilities while also practicing a mutual respect for our colleagues in the field. We, as early childhood professionals, practice within the principles and guidelines outlined below as well as uphold the laws and regulations of our professional licensure standards.

Just  
the Facts

POSITION STATEMENT

**naeyc**

## Code of Ethical Conduct and Statement of Commitment

Revised April 2005

A position statement of the National Association for the Education of Young Children

*Endorsed by the Association for Childhood Education International*

*Adopted by the National Association for Family Child Care*

# Becoming a Professional

What careers are available  
early childhood education?

What careers are available in  
special education, early  
intervention, and the related  
services?



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# Keep It Real

## Family Interview Assignment

*Interview one or more members of a family who is culturally or linguistically different than you. Summarize what you learn. Describe themes, commonalities, and differences between your views and those of the family. Include your reflections on how this information can guide your future practice as an early childhood professional.*

### Sample Interview Questions

- What are the family's expectations of early childhood educators? Programs?
- What is the educators role in ensuring that each child's learning and development needs are met? The family's role?
- What does the family want educators to know about their family and their child?

From Introduction to Early Childhood Education at  
Kirkwood Community College, Cedar Rapids, IA

# Keep It Real

## Professional Interview Assignment

*Interview two early childhood educators and/or directors/managers. Summarize what you learn. Describe themes, commonalities, and differences between the educators. Include your reflections on how this information can guide your future practice as an early childhood professional.*

### Sample Interview Questions

- What is your philosophy of early childhood education?
- How do you ensure that each child's learning and development needs are met?
- What preparation did you have to work with children who are culturally and linguistically diverse? Ability diverse? What additional preparation would have helped?
- How do you build relationships with families?

From Introduction to Early Childhood Education at  
Kirkwood Community College, Cedar Rapids, IA

# Philosophy Assignment

Summarize your values and beliefs about early childhood education and young children by providing responses to each of the following prompts.

## Sample prompts

- Describe your beliefs about supporting children of diverse cultures and languages in early childhood settings.
- Describe your beliefs about supporting children of diverse abilities in early childhood settings.
- Describe your beliefs about the role of families in supporting the development and learning of young children.
- Describe your beliefs about the role of educators and other professionals in supporting the development and learning of young children.
- What do you see as your greatest assets as an early childhood professional? What do you see as your greatest challenges?

# Philosophy Assignment

Toward the end of the course, ask students to update and annotate their initial document, using track changes and inserted comments.

Likewise, developing my skill of giving feedback to others will make me a more effective leader. I want to develop my skill of receiving feedback graciously as well. I often take constructive criticism personally and respond emotionally. I need to focus more on the potential to grow, rather than on the “mistake” or “problem” someone is helping me see.

Comment [JF15]: ...I'm still working on this area...



# Learn From Talented Colleagues



## Heartland Equity and Inclusion Project

Faculty Family Paraprofessionals

Find It  
Online



HEIP Home  
HCC Home  
Contact Us

[Home](#) > HEIP

### Heartland Equity and Inclusion Project (HEIP)

#### What is the Heartland Equity and Inclusion Project?

The Heartland Equity and Inclusion Project (HEIP) is a four-year project funded by the Office of Special Education Programs of the U.S. Department of Education. HEIP is designed to ensure paraprofessionals have the knowledge, skills and dispositions required to support the diverse development and learning needs of young children and their families in high-quality, inclusive classroom communities. The project addresses a significant issue in the fields of early childhood and early childhood special education today: The lack of blended community college paraprofessional programs that prepare students to support the development and learning of each and every child.

#### What are the goals of the HEIP Project?

The goals of the HEIP Project at Heartland include:

- Redesigning seven core courses in Heartland's early childhood education curriculum to create a fully blended curriculum that prepares practitioners to support the development and learning of children who are culturally, linguistically and ability-diverse.
- Providing training and ongoing support to Heartland and Illinois early childhood faculty to ensure they have the knowledge, skills and dispositions needed to prepare professionals to support the development and learning of each and every child.
- Expanding the capacity of community-based childcare to provide high-quality, inclusive programming for practicum student placement.

#### What are the core courses?

The seven core courses represent the efforts of early childhood general, special, and bilingual two- and four-year faculty throughout the state of Illinois. The courses represent current evidence-based practices and research and are designed to prepare practitioners at the community college level with the knowledge, skills, and dispositions they need to support each and every child within thriving classroom communities. The core courses provide a strong educational foundation, as courses are based on the Illinois Professional Teaching Standards, NAEYC Standards for Professional Preparation, the DEC Professional Preparation Standards, and are cross-walked to the Gateways to Opportunity benchmarks.

Use of the core courses ensures:

- Continuity of course offerings and quality across the community college system
- Ease of participation with Gateways Credential system
- Practitioners have knowledge, skills and dispositions needed to support each and every child and their family, inclusive of diversity in culture, language and ability

The core courses are:

- [Introduction to Early Childhood Education](#) \*\*(PDF format, 121KB, 6 pages)
- [Child Growth and Development](#) \*\*(PDF format, 107KB, 3 pages)
- [Early Childhood Curriculum Development](#) \*\*(PDF format, 151KB, 6 pages)
- [Observation and Assessment of the Young Child](#) \*\*(PDF format, 116KB, 4 pages)
- [Child Development Practicum I](#) \*\*(PDF format, 212KB, 7 pages)
- [Health, Safety, and Nutrition for the Young Child](#) \*\*(PDF format, 136KB, 5 pages)
- [Child, Family, and Community](#) \*\*(PDF format, 121KB, 5 pages)



## CHLD 101: Introduction to Early Childhood Education

This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, outlined with an emphasis on their ability to enhance development and learning of each and every child between the ages of birth and eight. minimum of 15 hours of observation in diverse early childhood settings.

### [CHLD 101 Syllabus\\*\\*](#) (PDF format, 150 KB, 4 pages)

#### Activities

- [Bloomington Day Care\\*\\*](#) (PDF format, 157 KB, 2 pages)
- [CCRRN\\*\\*](#) (PDF format, 152 KB, 2 pages)
- [CDL Photo Assessment\\*\\*](#) (PDF format, 137 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 1\\*\\*](#) (PDF format, 116 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 2\\*\\*](#) (PDF format, 117 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 3\\*\\*](#) (PDF format, 124 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 4\\*\\*](#) (PDF format, 124 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 5\\*\\*](#) (PDF format, 123 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 6\\*\\*](#) (PDF format, 124 KB, 2 pages)
- [CONNECT Module 1 Embedded Interventions Part 7\\*\\*](#) (PDF format, 117 KB, 2 pages)
- [Early Childhood Special Education Observation\\*\\*](#) (PDF format, 156 KB, 3 pages)
- [Ethical Dilemmas Journal\\*\\*](#) (PDF format, 123 KB, 4 pages)
- [Family Services at the CDL\\*\\*](#) (PDF format, 160 KB, 2 pages)
- [Heartland Head Start Observation\\*\\*](#) (PDF format, 150 KB, 2 pages)
- [Inclusion at the Child Development Lab\\*\\*](#) (PDF format, 164 KB, 3 pages)
- [Infant Toddler Observation\\*\\*](#) (PDF format, 157 KB, 3 pages)
- [Interview ECE Professional\\*\\*](#) (PDF format, 121 KB, 2 pages)
- [Katie's Kids\\*\\*](#) (PDF format, 157 KB, 3 pages)
- [Kids Club East\\*\\*](#) (PDF format, 130 KB, 2 pages)
- [K Through 3rd Grade\\*\\*](#) (PDF format, 168 KB, 3 pages)
- [Milestones Early Learning Center\\*\\*](#) (PDF format, 167 KB, 2 pages)
- [Montessori\\*\\*](#) (PDF format, 155 KB, 3 pages)
- [Preschool Literacy Environments\\*\\*](#) (PDF format, 153 KB, 2 pages)
- [Preschool Observation\\*\\*](#) (PDF format, 157 KB, 3 pages)
- [Universal Design For Learning IRIS Module\\*\\*](#) (PDF format, 128 KB, 1 page)

#### Handouts

Various resources used within the Course or Assigned Activities

- [Common Observation Strategies\\*\\*](#) (PDF format, 113 KB, 2 pages)
- [Discussion Board and Ethics Journal Grading Rubric\\*\\*](#) (PDF format, 112 KB, 2 pages)
- [Family Story Analysis Form\\*\\*](#) (PDF format, 85 KB, 1 page)
- [Field Experience Verification Form\\*\\*](#) (PDF format, 77 KB, 1 page)
- [Partner Site Information\\*\\*](#) (PDF format, 100 KB, 1 page)

### [Content Questions\\*\\*](#) (PDF format, 123 KB, 4 pages)

Compilation of questions pertaining to textbook and additional course readings. Questions are arranged sequentially by textbook chapter.

### [Discussion Questions\\*\\*](#) (PDF format, 140 KB, 5 pages)

Potential topics for discussion in an online discussion board or during classroom instruction.

### [Readings and Resources\\*\\*](#) (PDF format, 121 KB, 2 pages)

Current, evidence-based resources aligned with OSEP-mandated objectives based on knowledge, skills, and dispositions early childhood pr

\*\*Note: You must download and install [Adobe® Acrobat® Reader™](#) in order to view and print PDF documents.



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## Landing Pads

### Resource Descriptions

#### Resources for Faculty

##### Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



EDU 153: Health, Safety, and Nutrition



EDU 119: Introduction to Early Childhood



EDU 151: Creative Activities

<http://scriptnc.fpg.unc.edu/resource-search>

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# Questions?



  
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# Upcoming Webinar

Co-sponsored by  and 



**March 18, 2:00 pm – 3:00 pm EST**  
**Topic: Child, Family, & Community**



Register and check out the topics/dates for our 2014 webinar series:  
<http://scriptnc.fpg.unc.edu/2014-script-nc-webinar-series>

  
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# BONUS: Cute is a 4-Letter Word



See for Yourself

  
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