The SCRIPT-NC Team

SCRIPT-NC

ON

Supporting Change and Reform in Preservice Teaching in North Carolina

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CHILD DEVELOPMENT INSTITUTE

Find all the materials from today's presentation here

https://scriptnc.fpg.unc.edu/script-nc-pd-nc-access-spring-meeting-2023

What's a course, other than 221, in which you include an emphasis on children with disabilities and inclusion?

Definition of professional development

"Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....
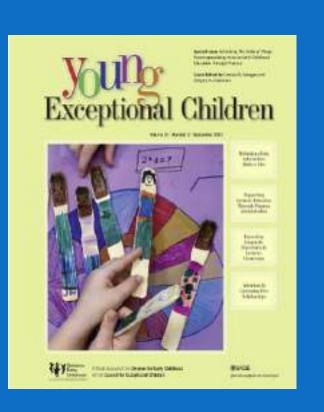
What is inclusion?

From the DEC-NAEYC position statement

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

"We recognize *inclusive education* as the process of (a) redistributing access to and participation in quality learning opportunities; (b) <mark>recognizing and valuing all child differences</mark> in learning activities, materials, and interactions; and (c) creating <mark>opportunities for non-dominant and under-represented groups to share their narratives</mark> and advance <mark>solutions for equity</mark>, with particular attention given to the <mark>interplay of multiple and intersecting social identities (e.g., ability, race, language)</mark> in learning contexts (e.g., home, school, and community settings)"

(YEC September 2021, page 115)

Important questions about inclusion:

Is the quality of participation good for the child with a disability?

Is the quality of participation good for each of the other children?

"*Implementing inclusion involves a range of approaches – from embedded, routines-based teaching to more explicit interventions – to scaffold learning and participation for all children.*"

Early Childhood Inclusion, p. 2

Alternative Learning Positions:
Supporting Children's Appropriate Motor Development

Close your eyes and imagine for a moment a traditional classroom. Probably the educational model you conjured up included chairs and desks. Possibly even lined up in rows facing a chalkboard. Try a Google Image search and you're likely to get similar results.

While sitting in a chair supports effective performance of academic tasks such as handwriting, compositional writing, or math, many educators now question whether it really is the optimal position for learning. In regards to early childhood environments, sitting for long periods in a chair may not only be ineffective for learning, it is also not developmentally appropriate.

Evidence-based practice is a decision-making process that integrates the best available research evidence with family and professional wisdom and values.

Evidence-Based Practice Empowers Early Childhood Professionals and Families

THE PHRASE "EVIDENCE-BASED PRACTICE" is becoming standard vocabulary in the early childhood field, yet there is no consensus on its definition. The authors of a new book, *Evidence-Based Practice in the Early Childhood Field*, propose a definition of the concept and discuss how it can help early educators, special educators, child care professionals, and others to transform the services provided to children and families. A companion article in the fall 2006 issue of *Young Exceptional Children* also outlines the foundation of this new movement.

What is evidence-based practice?

Evidence-based practice means something different to practitioners, families, researchers, and policymakers. Each group has its own agenda and interests. Practitioners and families may look to evidence-based practice to help them solve day-to-day dilemmas. Researchers may look to evidence-based practice to identify the most pressing questions from the field. And policymakers may look to evidence-based research to make informed decisions about how to allocate limited resources.

With so many diverse groups turning to evidence-based practice, it is imperative that each have the same understanding of what the term means. The authors define evidence-based practice as "a decision-making process that integrates the best available research evidence with family and professional wisdom and values"—in other words, a balance of scientific proof and professional and family experience and values.

This definition empowers those directly connected to the child, parents and professionals alike, to tap into various sources of knowledge to make informed decisions. Most importantly, knowledge is not limited to research, allowing each child's experiences to be considered independently.

What is the origin of evidence-based practice?

Evidence-based practice emerged as a result of the gap often seen between research and practice and gained momentum with the standards and accountability movement. Yet it originates in medicine. Healthcare professionals using evidence-based medicine determine a patient's treatment based on an assessment of evidence from the literature and current studies as well as clinical judgment and the patient's values.

Drawing from medicine, the authors recommend a five-step process for evidence-based practice decision-making for the early childhood field.

1. Pose the question.
2. Find the best available research evidence.
3. Appraise the evidence quality and relevance.
4. Integrate research with values and wisdom.
5. Evaluate.

How Frameworks Fit Together

Professional Standards & Competencies for ECE	1. Child Development and Learning in Context	2. Family-Teacher Partnerships and Community Connections	3. Child Observation, Documentation, and Assessment	4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	5. Knowledge, Application, and Integration of Academic Content in the EC Curriculum	6. Professionalism as an Early Childhood Educator
DAP Guidelines	1. Creating a Caring, Equitable Community of Learners	2. Engaging in Reciprocal Partnerships with Families and Fostering Community Connections	3. Observing, Documenting, and Assessing Children's Development and Learning	4. Teaching to Enhance Each Child's Development and Learning	5. Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals	6. Demonstrating Professionalism
EI/ECSE (DEC)	1. Child Development and Early Learning	2. Partnering with Families 3. Collaboration and Teaming	4. Assessment Processes	6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction	5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences	7. Professionalism and Ethical Practice

4 tools to support your work

What is a persona?

Personas are brief descriptions that present a short sketch of a child and family. Each persona offers information about the unique composition of a family, details about a child (name, age, likes, dislikes), and insights to who the child is as a learner. The insights reveal things like whether a child is receiving services for a disability, is a dual language learner, or has experienced traumatic life circumstances.

Winston

Winston is a three-year-old oftentimes referred to as "Sir". He lives with his parents who are of Native American and African American descent. He is an only child in the household. The family dynamics are richly based in culture consistent to morals and being authentic.

Winston's obsession with dinosaurs has evolved over the past two years. He is very strong in learning about dinosaurs and incorporating "his favorite" T-Rex in his learning and social environment. He loves to share his adventures with family and friends through literacy and play. Another strong emphasis Winston has is science, with particular emphasis on planets and outer space.

His mother is a strong advocate for literacy by which books are read to him daily. Winston has evolved in his reading by identifying objects, some words, and talking about the images he sees in the books. The concern his parents have is finding images in books that look like him.

Winston's parents are concerned that he does not speak as clearly about other concepts outside of dinosaurs and nature. He is ready to learn new concepts introduced to him formally or informally. He is well versed in the alphabets, numbers to twenty, colors, shapes, opposites and some aspects of the earth such as differences in night and day, cold and hot.

Jamil

Jamil arrived a year ago with his mother, father, and older sister Sara from Syria. While Jamil is just four, he loves being involved in anything he can do with his six-year-old sister.

At home Jamil's family speaks Aramaic and Arabic but both parents are taking English classes. Based on concerns about Jamil's speech and language development, his pediatrician suggested that Jamil's language and social-emotional development would benefit greatly from a preschool program.

Jamil is now attending a local preschool program and is beginning to connect with other children and to communicate with his teacher and peers. He has developed a tremendous interest in blocks and builds tall and elaborate structures. Jamil's teacher has noticed that introducing and reinforcing concepts in a sequence (e.g., in a cooking activity) support both his receptive and expressive language.

To support carryover, Jamil's teacher has shared ideas about how to support his developing language skills at home. They've suggested games and routine activities that would be great ways to give him additional opportunities to practice his evolving language skills. His parents have expressed reluctance to do this as, they have shared, it is not customary in their family for adults to play with children.

Age of the child

Information about the family & context

Information about what delights Jamil

Jamil's individual learning needs

Key professional development priorities

Authenticity: community demographics

Infant/Toddler, Preschool, and Early Elementary Personas

2. NC Early Childhood Resource Collection

Resources to Help North Carolina EC Professionals to Support Each and Every Child and Family[1]

Navigation tip: Click through the tabs at the top of the page to find resources related to each topic.

| North Carolina Frameworks | National Frameworks | Engaging and Supporting Diverse Families | Trauma-Responsive Practices | Children with Disabilities and Inclusion |

| Individualizing and Embedding to Support Individual Children | Black Children | Children who are Dual Language Learners | Equitable, Culturally Responsive, and Anti-Bias Teaching | Gender Diversity in Early Childhood |

Infants/Toddlers   Preschool   3-8   Birth-5   K-3rd   Birth-8

North Carolina Frameworks

Birth-Kindergarten (B-K) Licensure = Department of Public Instruction BK Licensure Structure
https://www.dpi.nc.gov/educators/educators-licensure/areas-licensure

Early Childhood Certification = NC Department of Health and Human Services Division of Child Development and Early Education
https://ncchildcare.ncdhhs.gov/Provider/Training-and-Professional-Development/Credential-Requirements

North Carolina Part C State Systemic Improvement Plan (SSIP)
https://beearly.nc.gov/data/files/pdf/NC_SSIP_PhaseIII_year3.pdf

North Carolina Foundations for Early Learning and Development
https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/nc-foundations-early-learning-and-development

North Carolina Infant-Toddler Program https://beearly.nc.gov/
This website describes the North Carolina Infant-Toddler Program under the North Carolina Division of Public Health and includes resources for families and early intervention professionals. Information can also be found on Child Development Service Agencies, the NC Interagency Coordinating Council, and the Local Coordinating Councils throughout North Carolina.

North Carolina Preschool Exceptional Children (619) Program
https://sites.google.com/dpi.nc.gov/nc-idea-part-b-619/home
This Website describes the North Carolina IDEA Part B (619) Program, or the Preschool Exceptional Children Program. It includes an overview of the program, preschool enrollment, attendance, and discipline reporting, as well as resources related to early Social Emotional Learning. A list of preschool coordinators can also be found here.
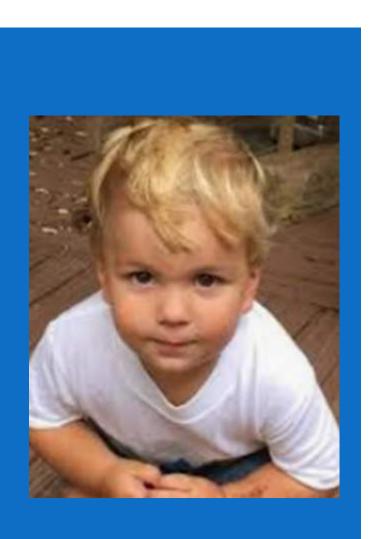
Trey

Persona + DAP

Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job, so Trey is now in a family childcare program each day. Based on concerns from Trey's grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey's therapy services are being delivered at the childcare.

Trey's teacher says he plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy.

Ask students to identify what might be expected in fine motor, social emotional, and language development from a toddler, using state or national developmental milestones. Consider how that compares to Trey's development.

Commonality

Individuality

Ask students to identify the strategies they would use to collaborate with Trey's mother to support his development.

Ask students to propose ways to support Trey's language, fine motor, and social-emotional development in his childcare program routines.

Context

Joseph

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph's mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph's family can trace their roots back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph's family shares both at home and in their place of worship.

In his Kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph's favorite thing. When it's time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is "boring" and doesn't relate to him. Joseph's teacher is very concerned about his lack of interest in the reading curriculum.

Personas + evidence-based practices for supporting young Black children

Oral Storytelling Skills Impact Reading Differently for African American Boys and Girls

The oral storytelling skills of African American preschoolers make a difference in how quickly their reading skills develop, according to a new study from the **Frank Porter Graham Child Development Institute** (FPG) at the University of North Carolina at Chapel Hill. Researchers say the effect is much different for girls and boys.

"Knowing how to tell a clear and coherent story is an important skill for helping young children to develop strong reading skills, which, in turn, can help them to be successful across a number of different subjects in school," said FPG advanced research scientist **Nicole Gardner-Neblett**. "Prior research suggests that historical and cultural factors foster strong storytelling skills among African American children, which has implications for their development as readers."

Two years ago, Gardner-Neblett's own research was the first to demonstrate **the connection between African American preschoolers' storytelling abilities and their early reading skills in kindergarten**. That study found a link between storytelling and reading only for the African American children, from households across income levels, but not for any other demographic group.

Stark differences in reading achievement exist between Black and White elementary schoolchildren, as does a gender gap in reading outcomes, with girls outperforming boys. Because of both disparities in achievement, Gardner-Neblett and FPG advanced research scientist **John Sideris** wanted to better understand if and how gender plays a role in the link between African American children's storytelling skills and reading development.

- How might you use Joseph's interest in science to support his literacy development?
- What can you learn about evidence-based practices that support literacy in young black children?
- What might you like to ask Joseph's family about books and reading in their home?
- If you were the teacher in Joseph's classroom, what would your next steps be: 1) in terms of coordinating and collaborating with Joseph's family; 2) in terms of implementing practices within the program that support Joseph's needs? (and the needs of other children?)
- If you were to select children's books that might support Joseph's interest in language and literacy, what process/parameters would you use?

Ramon

Ramon

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom, he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25-word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day. Ramon's parents are very eager for him become fluent in English so he can be successful in school and life.

I want my students to

- Understand the assets for children of being bilingual
- Understand the phases of second language acquisition for children who are dual language learners
- Understand how to support children who are dual language learners in inclusive early childhood classrooms

The Importance of Home Language Series

School readiness and school success for children who are dual language learners are tied directly to mastery of their home language. This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know.

English versions

- The Benefits of Being Bilingual [PDF, 379KB]
- The Gift of Language [PDF, 365KB]
- Language at Home and in the Community for Families [PDF, 1.0MB]
- Language at Home and in the Community for Teachers [PDF, 503KB]

Support Learning English

Strategies for Caregivers and Teachers: How Caregivers and Teachers Support

- Alphabet Knowledge and Early Writing 🔲 [PDF, 1.0MB]
- Background Knowledge 🔲 [PDF, 1.2MB]
- Book Knowledge and Print Concepts 🔲 [PDF, 1.1MB]
- Oral Language and Vocabulary 🔲 [PDF, 922KB]
- Phonological Awareness 🔲 [PDF, 954KB]

Specific Strategies to Support DLLs When Adults Do Not Speak Their Language

Find tips classroom staff and home visitors can use when they do not speak the languages of the children in their care:

- Creating Environments that Include Children's Home Languages and Cultures 🔲 [PDF, 439KB]
- What the Research Tells Us 🔲 [PDF, 484KB]
- Including Children' Home Languages and Cultures 🔲 [PDF, 422KB]
- Inviting and Supporting Cultural Guides and Home Language Models 🔲 [PDF, 541KB]
- Language Modeling with Dual Language Learning Infants 🔲 [PDF, 407KB]
- Language Modeling with Dual Language Learning Toddlers 🔲 [PDF, 401KB]
- Planning and Organizing Thematic Instruction 🔲 [PDF, 609KB]
- Supporting Dual Language Learners with Classroom Schedules and Transitions 🔲 [PDF, 390KB]
- Supporting English Language Development When Children Have Little Experience with English 🔲 [PDF, 670KB]
- Code Switching: Why It Matters and How to Respond
- How to Use Bilingual Books 🔲 [PDF, 549KB] | Spanish (español) 🔲 [PDF, 574KB]
- Selecting Culturally Appropriate Children's Books in Languages Other Than English 🔲 [PDF, 1.0MB] | Spanish (español) 🔲 [PDF, 950KB]
- Selecting and Using Culturally Responsive Children's Books 🔲 [PDF, 3.0MB]

Stages and Strategies of Preschool Second Language Acquisition: The Soyul & Teacher Yvette Video Series ▶ PLAY ALL

Soyul & Teacher Yvette Video Series Preview

Teaching At The Beginning Vi...
699 views • 2 years ago

Video 1: Soyul & Teacher Yvette...Adventures in ...

Teaching At The Beginning Vi...
1.5K views • 2 years ago
CC

Video 2: Soyul & Teacher Yvette...The Stages of ...

Teaching At The Beginning Vi...
1K views • 2 years ago
CC

Video 3: Soyul & Teacher Yvette... Relationships, ...

Teaching At The Beginning Vi...
575 views • 2 years ago
CC

Personas may be customized

Persona + Health, Safety, & Nutrition

Joshua

Joshua is three years old and has a diagnosed disability in expressive language. He lives at home with his dad and paternal grandparents. Joshua's father, Mark, and grandfather work full-time. Mark says he tries to play with his son when he gets home from work but reports that Joshua prefers watching TV or playing alone with the iPad. Joshua does like to go to the park to play with Mark and kick a soccer ball around.

Joshua usually uses single words or short phrases to communicate. As Joshua transitioned from early intervention, his speech-language pathologist recommended that he have opportunities to engage with other children and other adults who could support his emerging language skills. As a result, he recently started at a daily preschool program, where you can frequently find him in the block corner building forts and fences for farm animals. He also spends quite a bit of time in the art area, painting or coloring with markers. During large group activities, he is generally quiet and does not participate in songs or answering questions that Jennifer, his teacher, asks.

Recently, when the children were playing outside, Joshua sat down and started crying and holding his arm. His teacher ran over and asked what was wrong, but Joshua just kept crying and holding his arm. Quickly, the teacher was able to piece together that Joshua had been stung by a bee by looking at the enormous swollen red spot on Joshua's arm and asking the other children.

You can use this persona to discuss:
As an early childhood educator, what does Jennifer need to know about how to respond to a severe allergic reaction? What should she have done next?

If you were Joshua's teacher, how would you support him in developing his expressive language throughout the day? What are ways you could collaborate with his speech-language pathologist? With his family?

Use a current assignment, e.g., design a math or science learning center for a preschool classroom

BUT let your students know that Ramon, Jake, and Lainie are three of the children in that class. Their assignment will then be to design a learning center that will engage and support each child, including these three. You can also ask students to identify the evidence sources they drew their ideas from.

Evidence for the use of personas

- From the chair of an ECE program: *"Personas give the students a story and they put more effort into assignments because they are not so abstract."*

- From a field experience supervisor: *"The photo and details make the personas real to the students to they really want to figure out how to support the child and family."*

- From an early childhood student: *"I really enjoyed the personas. I found them to be more realistic and current with the children and families we have within our state."*

How might you use a persona like Anthony? In which course?

Anthony

Three-year-old Anthony and his family are behind on rent. They are facing possible homelessness and worrying they will run out of food. Many of these challenges can be linked to the difficulty Anthony's mother is having in finding steady employment. A consequence of these stressors may be seen in how Anthony's behavior has changed at his childcare. He has become more socially withdrawn and has begun hitting and punching other children and having tantrums.

3. Assignment Alignment tool

Basic Assignment Alignment Tool

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Check Your Assignment Alignment

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes								What does the assignment measure?		What, if any, are the field experiences related to this assignment?
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											

Assignment Alignment with Specific Areas of Emphasis

Check Your Assignment Alignment: Course Number/Title:

Assignment	Alignment with SLOs					What does the assignment measure?		Specific Areas of Emphasis			
	1	2	3	4	5	Knowledge Acquisition	Knowledge Application	Dual Language Learners	Children with Disabilities	Race, Ethnicity, Culture	DAP
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											

Check Your Assignment Alignment: Course Number/Title:

Assignment	Alignment with SLOs					What does the assignment measure?		Specific Areas of Emphasis			
	1	2	3	4	5	Knowledge Acquisition	Knowledge Application	Dual Language Learners	Children with Disabilities	Race, Ethnicity, Culture	DAP
1. Chapter quiz	X					X					
2. Article summary		X				X					
3. Chapter quiz			X			X					
4. Watch video; answer questions				X		X					
5. Observe in Head Start classroom			X	X		X		X	X	X	
6. Use Foundations to determine age-appropriate expectations		X				X					
7. Design inclusive classroom environment for diverse learners	X		X				X	X	X	X	

4.
Assignment Makeovers

In a course

Across a program

Learn

Practice

Apply

Learn

Practice

Apply

Using a textbook observation tool, observe children ages 0 to 3 engaged in play activities. This can be done in an infant classroom, a toddler classroom, a 3-year-old classroom, a playground with a child ages 0-3, or any other location where there is a child 0-3 playing.

1: Conduct a 10-minute observation of a child 0-3 years old engaged in play.   Provide pictures or a detailed description of the setting in which you are doing your observation, the age of the child you are observing, and include pictures of the play area and play materials the child is engaged in.

2: Use the instrument from your text to collect data from three different observations of the same child for 5 minutes each time.

Learn

Practice

Apply

Ramon is a dual language learner who is in your preschool classroom.

Assignment: How would you support Ramon? How would you engage and support his family?

How could you incorporate opportunities to learn about young children who are dual language learners? How could you incorporate opportunities to learn about engaging families who are culturally and linguistically diverse?

Small Group Discussion: Topic 1

Have you used **personas** in your work? If so, how? If not, how might you?

Have you used the **NC Early Childhood Resource Collection** in your work? If so, how? If not, how might you?

Have you used the **assignment alignment tool** in your work? If so, how? If now, how might you?

Have you used **assignment makeover strategies** in your work? If so, how? If not, how might you?

Small Group Discussion: Topic 2

For which NC community college courses, would you most like new resources (e.g., videos, activities, activities, assignments, etc.)?

In your group, please discuss the courses listed and indicate your first (#1), second (#2), and third (#3) priority.

Please also add courses that do not appear on the list or specific examples (e.g., personas who have specific identities or learning differences).