

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Family, Child, and Community

May 5, 2015

2:00 pm – 3:00 pm EST

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



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Welcome and Introductions



Features of SCRIPT-NC's 2015 Webinar Series

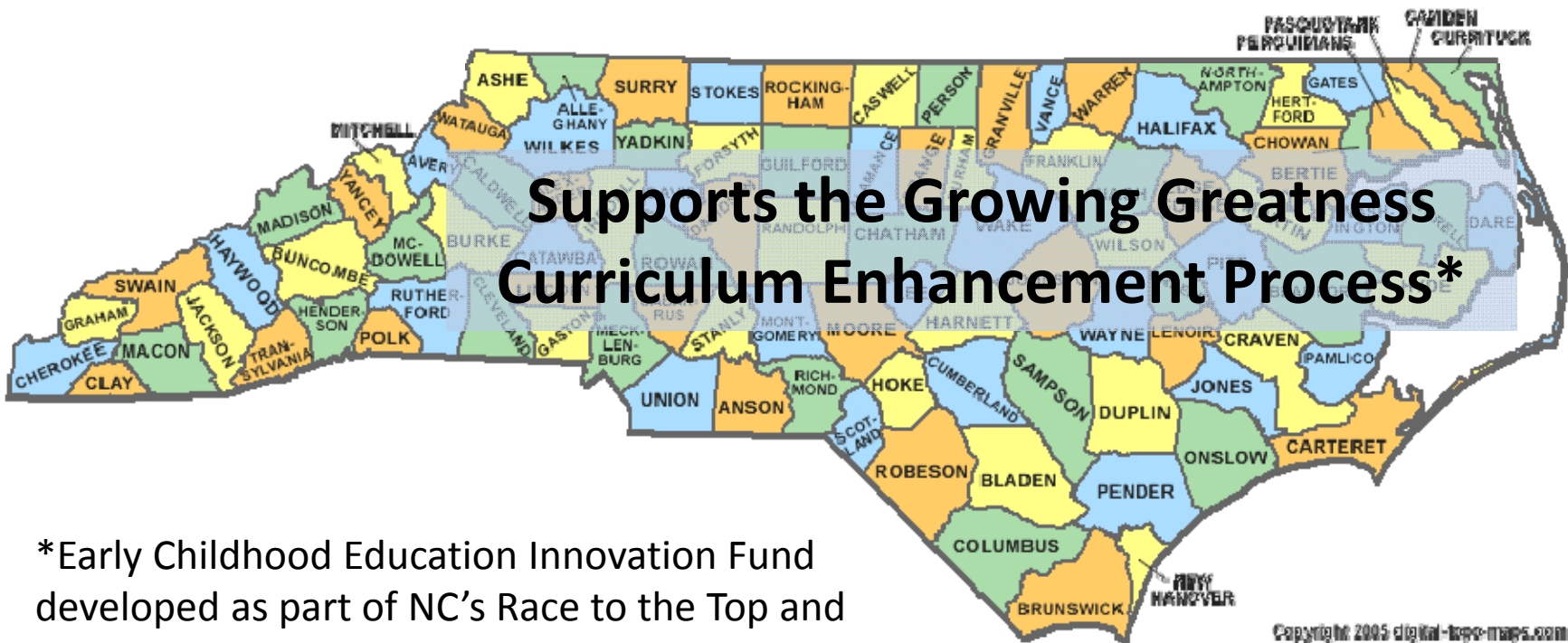
Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices

About SCRIPT-NC's 2015 Webinar Series



*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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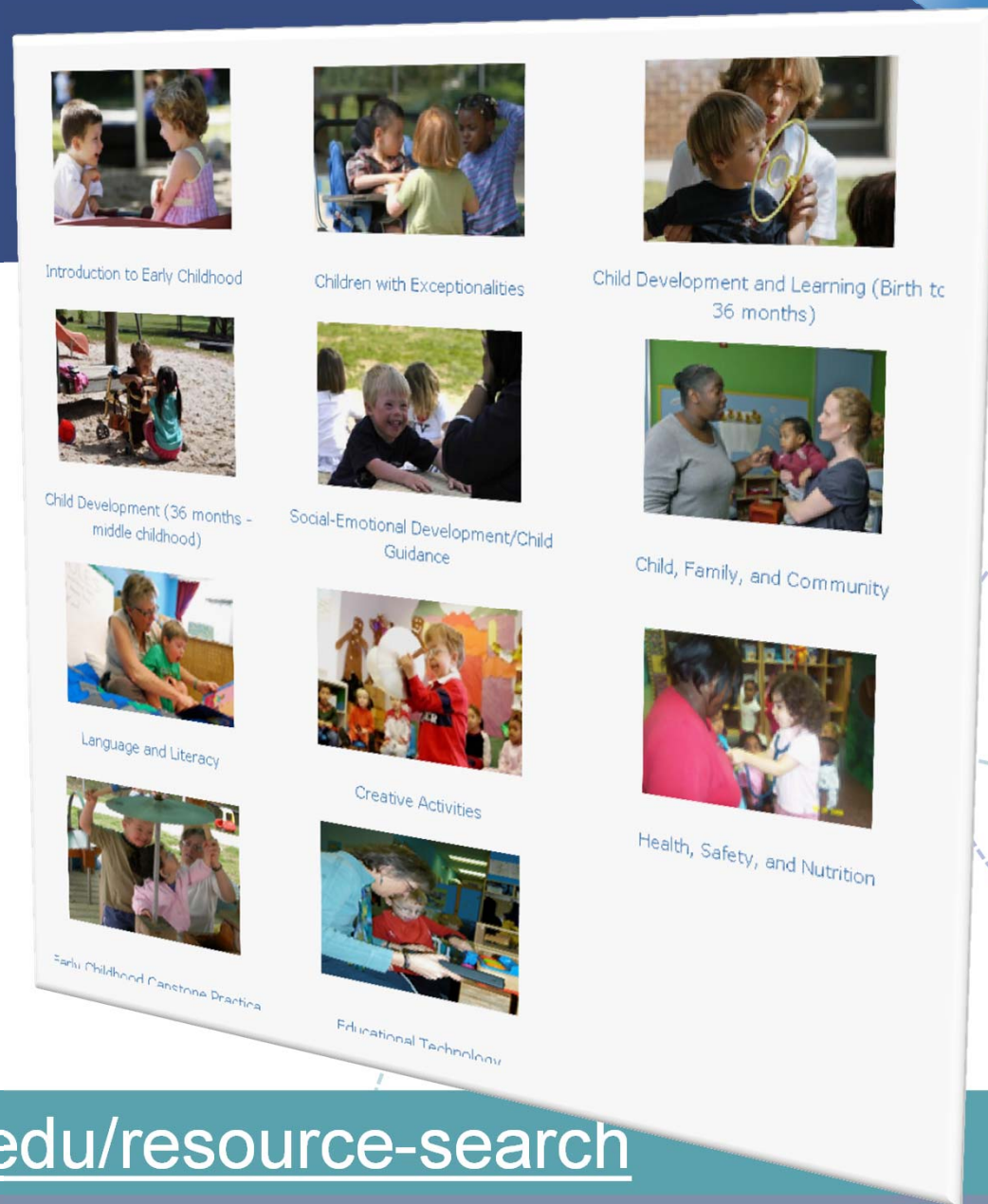


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Landing Pads

- Handouts
- PowerPoints
- Recording



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



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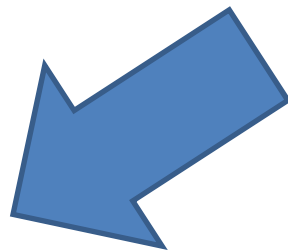
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Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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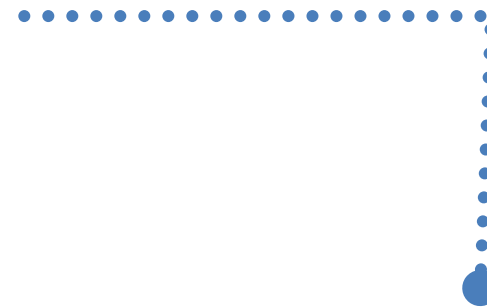
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Quick Poll



What is in
bloom where
you are?


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Approved Course Description

Child, Family, and Community* covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.



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Landing Pad

Just the Facts, Ma'am

- Research
- Position statements
- Evidence sources

Child, Family and Community

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

<http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>

The 2014 DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The practices related to family and teaming/collaboration are particularly relevant to this course.

Encouraging Meaningful Parent/Educator Collaboration: A Recent Review of Literature

<http://www.directionservice.org/cadre/pdf/EncouragingMeaningfulCollaborationJULY2011.pdf>

This research brief by Hedeem, Moses, and Peter (2011) provides a brief history of parent-professional collaboration and describes the barriers to effective partnerships. The brief explains models of parent-professional collaboration and concludes with strategies for effective collaboration.

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature

<http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf> (review)

<http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf> (PowerPoints)

Colleagues from the National Association for the Education of Young Children (NAEYC) and Pre-K Now developed this review of the literature on family engagement as it pertains to young children from diverse ethnic backgrounds and early childhood program settings. A related set of PowerPoint slides summarizes key findings and recommendations from the review.

Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners (DLLs)

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

This research overview paper synthesizes findings about mismatches in expectations vis-a-vis traditional models of family engagement, obstacles to family engagement, and effective strategies for making connections that support positive outcomes for young children. It appears on pages 119-171 of California's Best Practices for Young Dual Language Learners: Research Overview Papers.

Family Support Services Promote School Readiness

<http://www.hfrp.org/publications-resources/publications-series/family-involvement-research-digests/family-support-services-promote-school-readiness>

This Research Digest by the Harvard Family Research Project (HFRP) summarizes the findings from a study on First 5 California's School Readiness (SR) initiative in kindergarten children. The main findings are summarized and implications for early childhood practice are presented.

Just the Facts, Ma'am

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Landing Pad: Read All About It

Child, Family and Community

Read All About It

Los Niños Aprenden En Casa: Valuing and Connecting Home Cultural Knowledge With an Early Childhood Program <http://www.naeyc.org/files/yc/file/200311/ValuingHomeCulture.pdf>

This article presents the findings from a five-day parent Institute where parents from a bilingual community were taught how children learn, followed by an activity with the children and teachers. Parents were also asked to reflect on what they had learned. Through this Institute, parents realized the importance of teachable moments in the home and the teachers learnt to appreciate the strengths of the different families.

Partnerships for Learning: Conferencing with Families <http://tyc.naeyc.org/articles/pdf/Seplocha.pdf>

Holly Seplocha's article provides 13 pointers on how to use conferencing with families effectively. A handout for families is included within the document which suggests ways in which they can be more active participants in the family-teacher conference.

Supporting Families of Children with Disabilities in Inclusive Programs
<http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf>

Louise Kaczmarek's article presents ways in which inclusive early childhood intervention programs can best support children with disabilities and their families. These include coordinated planning, establishing ongoing communication, and helping families to access community resources. Three tables on each section are presented, outlining the advantages and challenges involved, as well as suggestions for addressing the challenges.

We Were a "Hard to Reach" Family

<http://www.hfrp.org/publications-resources/browse-our-publications/we-were-a-hard-to-reach-family>

Nikia Parker recounts her family's journey with the Head Start program from being initially very wary to learning to trust and benefit from the program. She reflects on some ways in which the home visitor from Early Head Start supported them.

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See For Yourself

- Videos
- PowerPoints
- Webinars

Child, Family and Community

CONNECT Module 4: Family-Professional Partnerships

<http://community.fpg.unc.edu/connect-modules/learners/module-4>

This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.

Engaging Families in the Transition to Kindergarten

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/kindergarten.html>

This video provides concrete strategies to support children and their families as they transition into kindergarten. It highlights the important role that developing strong partnerships between families, programs, and schools play in making this important transition successful.

Just Being Kids: Supports & Services for Infants and Toddlers and Their Families in Everyday Routines, Activities & Places

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_JustBeingKids

Larry Edelman's video captures effective family-professional collaboration in everyday routines as illustrated through six vignettes. Each clip may be downloaded separately.

Families of All Kinds

<http://www.youtube.com/watch?v=POofYM4ZiKg&feature=related>

Through a series of photographs of families, this short clip looks at families over time, families from around the world, and ends with asking the viewer to consider what all these families have in common.

Family Engagement With TS GOLD

<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp>

This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, "Aiden's Parent-Teacher Conference" illustrates the use of TS GOLD during an actual parent-teacher conference.

Finley's Parent-Teacher Conference

http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp

This video explains the importance of parent-teacher conferences for parents and for teachers. The clip also shows the actual process of a parent-teacher conference and illustrates a variety of practices such as active listening and focusing on strengths.

See for Yourself

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Landing Pad: Find It Online

Find It Online

Parent, Family and Community Engagement Resources and Guides

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/resources.html>

This section of the National Center website offers links to resources, guides, videos, and more to use or share.

Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfcea_simulation

What you do and say matters! Explore and practice everyday strategies to develop positive goal-oriented relationships with a family with these simulations. Simulation 1 allows you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of developing and implementing goals with families.

Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families

<http://www.clasp.org/resources-and-publications/publication-1/0267.pdf>

This document discusses the research on young immigrant children and how their socio-economic characteristics can influence their participation in early care and education programs. Policy recommendations and suggestions for future research are also presented.

Taking a Closer Look: A Guide to Online Resources on Family Involvement

http://www.hfrp.org/content/download/1337/48833/file/resource_guide.pdf

This document presents an annotated guide to online resources on family involvement. The resources are grouped in seven categories: knowledge development, professional development, standards, programs, tools, convening, and special initiatives. An appendix listing relevant organizations is provided.

The Virtual Lab School

<https://www.virtuallabschool.org/>

The Virtual Laboratory School features an online repository of professional-development videos and instructional materials designed to empower professionals to build their knowledge and skills around best practices in child-care and youth development. Start by selecting a track (infants and toddlers, preschool, school-age), then choosing a course from that track. Each course is divided into topical lessons, each of which includes videos, objectives, content, videos, readings, activities, and assignments.

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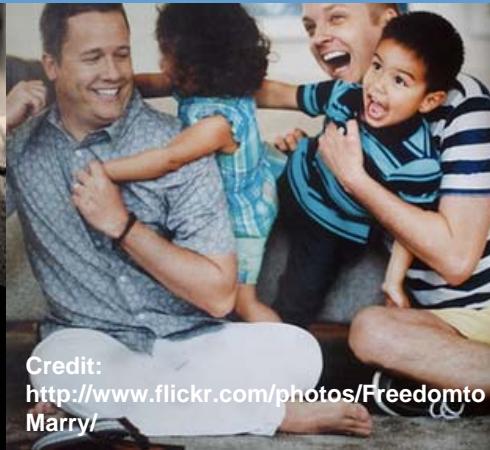
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Context for this Course

- Characteristics of diverse families
- Strategies and techniques that include and empower all families as partners in promoting comprehensive child development
- Recognizing families as the first and most important teachers and decision makers for their child
- Designing strategies for building respectful, reciprocal community partnerships that include early childhood agencies
- Current trends and issues involving child advocacy
- Community resources that are available for diverse families, programs, and schools

General Considerations: Vocabulary

“Family/families” or “parent and family” instead of parents



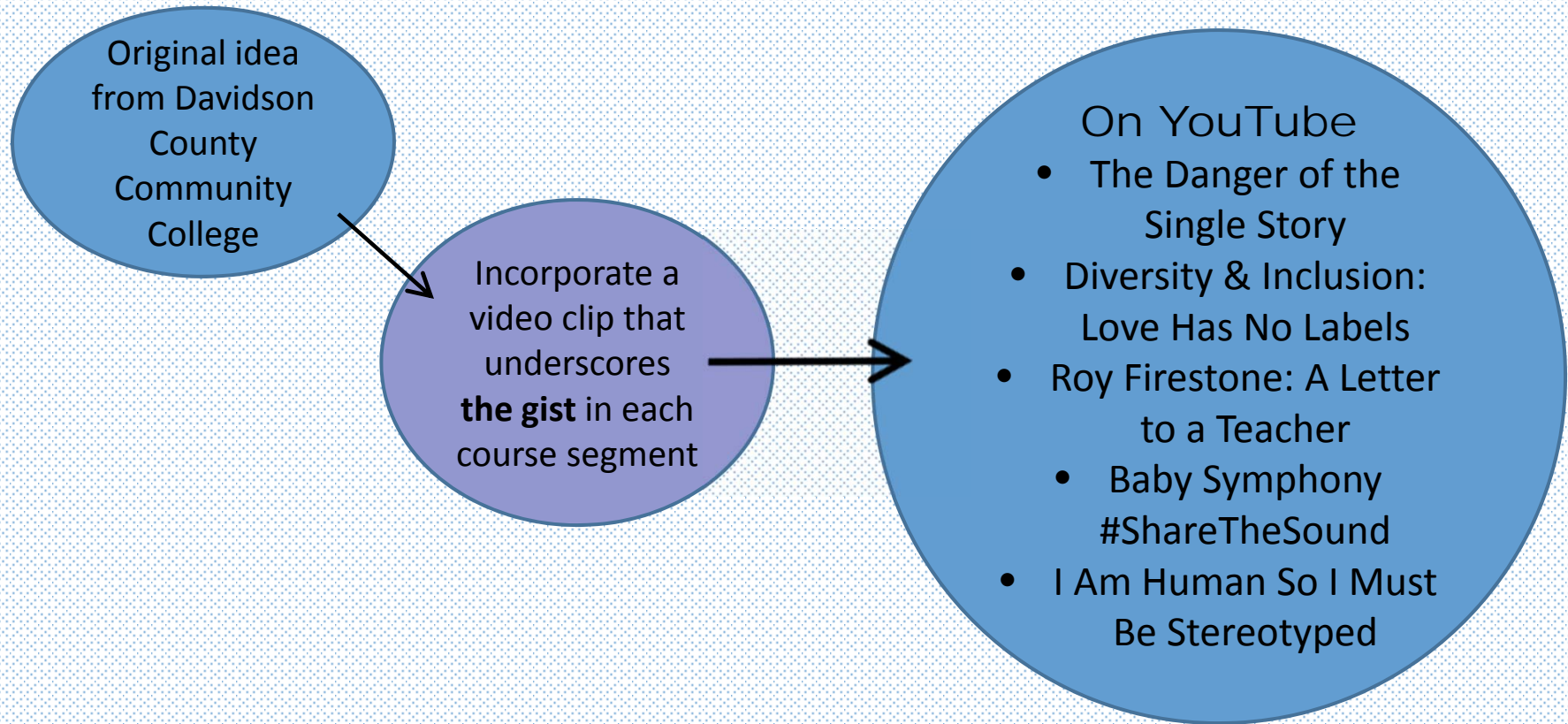
Person first language (child with a disability instead of disabled child)



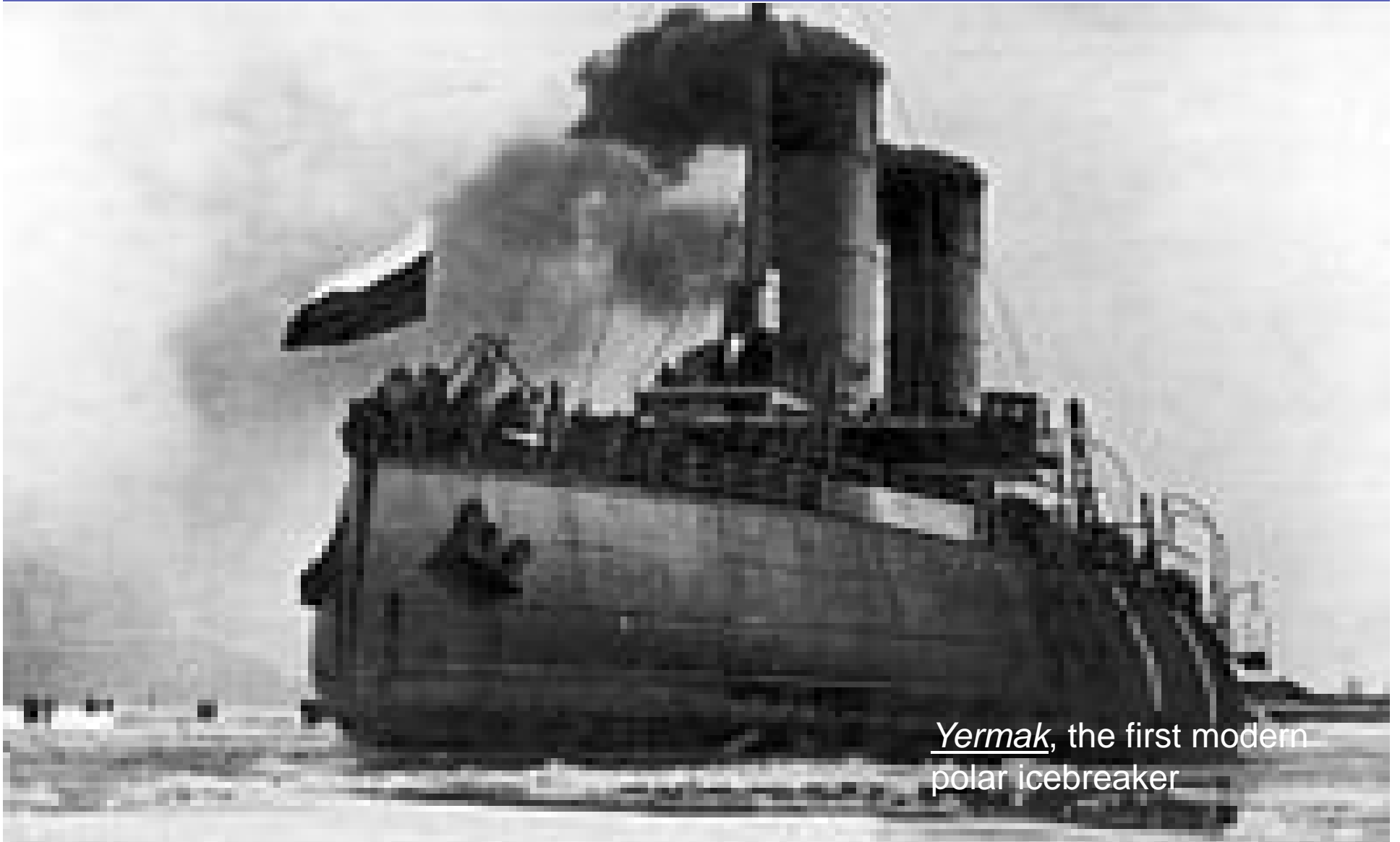
General considerations: Images



The Gist: Assume Nothing



Select Icebreakers That Underscore Family Diversity



Yermak, the first modern
polar icebreaker

Messages in Your Childhood

Think back to your childhood and remember a consistent message you got, verbally or non-verbally, about food. This message may have come from a parent, grandparent, sibling, or other person.



The Beginnings of Your Journey

What is your earliest memory of realizing that your family was different?



What is a Family?

Pick 5 words activity

- Pass out 3 x 5 or 4 x 6 cards to each student
- Ask each student to write down the 5 words that define family for them. The words can be 5 separate descriptors or a 5 word phrase.
- Ask each student to read their words.
- Discuss differences and similarities among descriptors. Use this to underscore the characteristics of diverse families.
- Option: Create a wordle (<http://www.wordle.net>) with the descriptors.

Example of a wordle



Source: VGCC Faculty's Beliefs about Young Children


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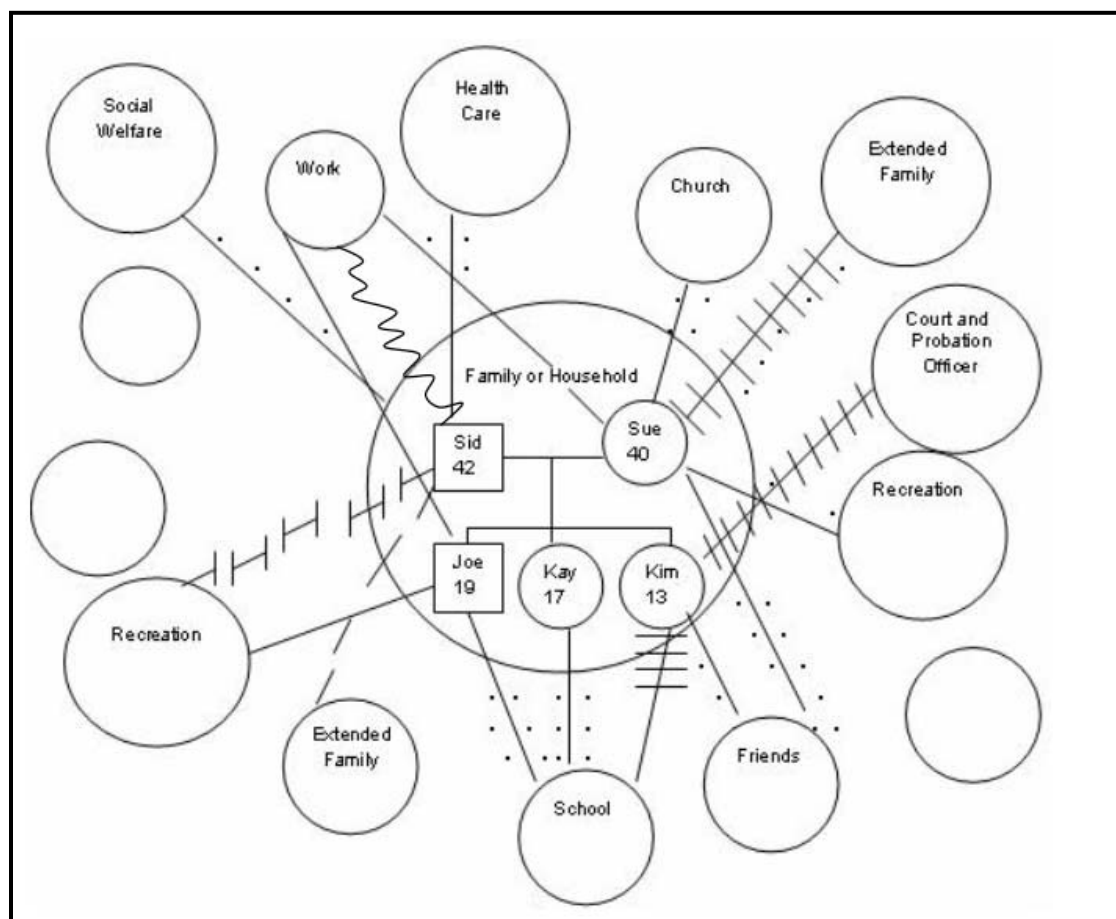


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Family Eco-map

(a visual depiction of a family's connections to the external world)



Relationship Key

Strong —————

Stressful ~~~~~

Tenuous - - - - -

Broken/ended - - - / - - - / - - - / - - -

Eco-map activity:
http://www.utahfallconference.org/docs/Buie.Jerry_Ecomap.Activity.pdf

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Eco-map Activity

1. Develop an eco-map for your family.
2. Partner with another student.
Compare your eco-maps. Identify five areas in which your families are the same and five areas in which your families differ.
3. Discuss the similarities to discover if your families were the same or just similar.
4. Discuss the differences.



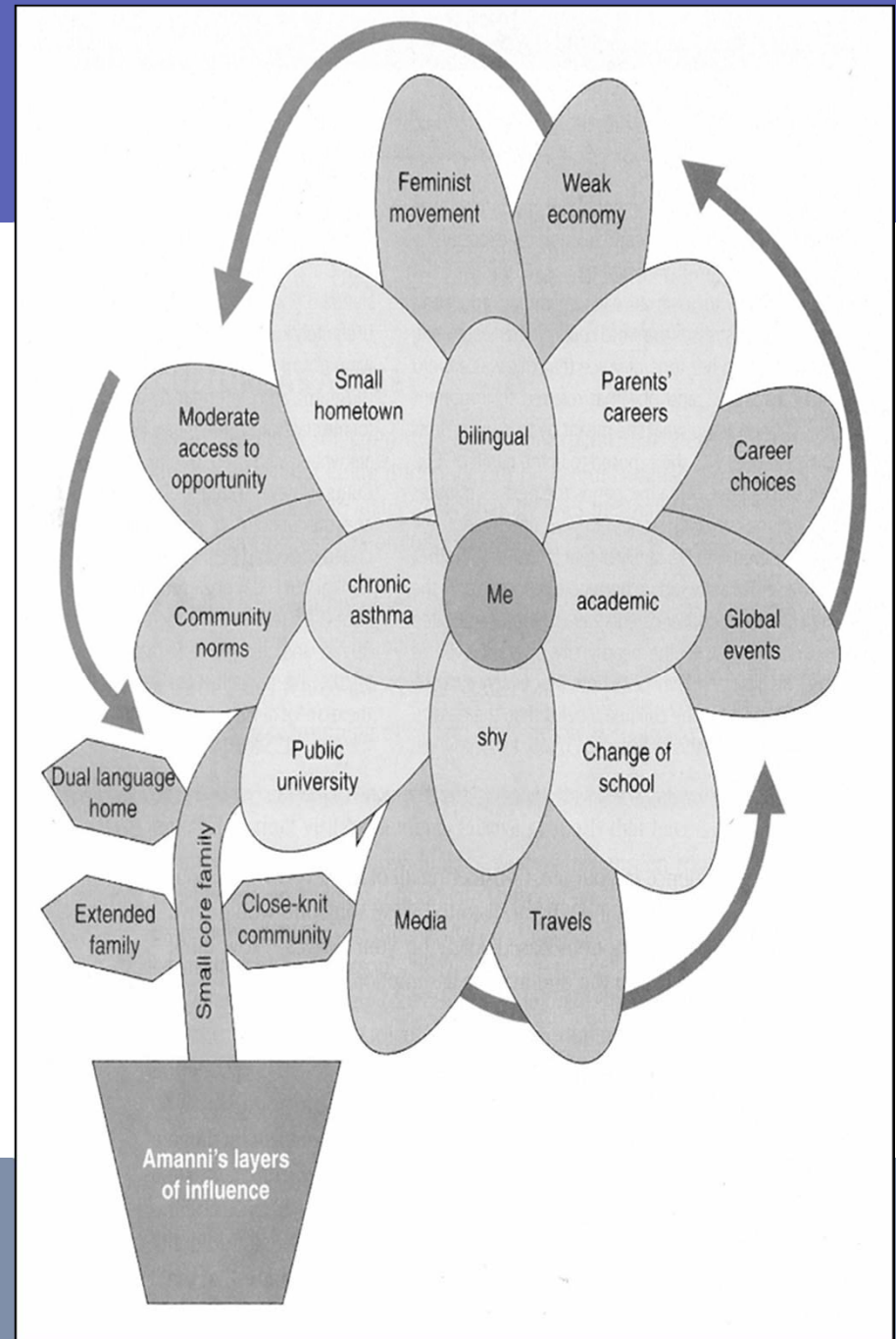
Eco-Map Activity

Ask students to think about

Which circles have been most important in shaping your life?

How has each circle contributed to your view of yourself? To your view of what's important for young children?

Which circles would be apparent to someone meeting you for the first time?



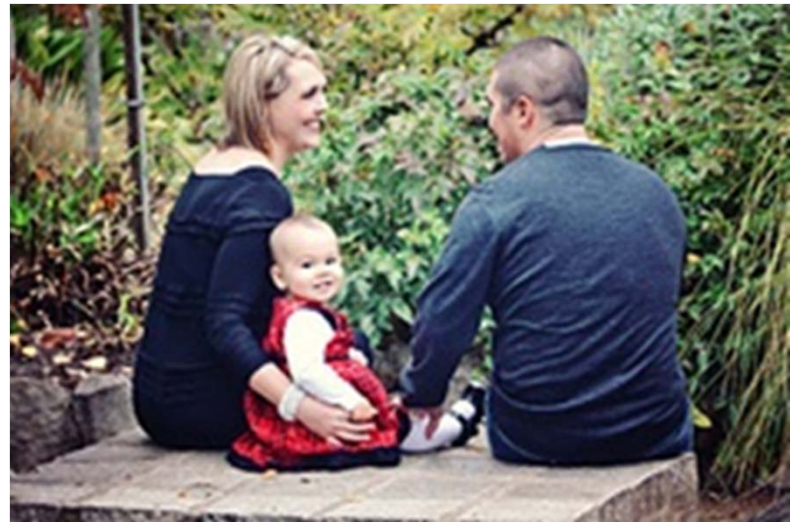
Learning About Families

Do you have an assignment like this?

Article Summary- Conduct a search of journal articles related to family structure today and/or experiences of parenting. Read and summarize four of the articles that you found. Include the following points in your summary for each article:

- title, author, and publication date
- main points of the article
- your reaction to the article

Let's look at some options. . . .



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Option 1: Forced choices

Select _____ articles from column A and _____ from column B

Column A	Column B
<ul style="list-style-type: none">• <i>Young Children</i>• (Child Care) <i>EXCHANGE</i>• <i>Early Childhood Research Quarterly</i>• <i>Early Childhood Research and Practice</i> (online)• <i>ZERO TO THREE</i>	<ul style="list-style-type: none">• <i>Young Exceptional Children</i>• <i>Exceptional Parent</i>• <i>Journal of Early Intervention</i>• <i>Infants and Young Children</i>

Option 2: Beyond the abstract



1. Ask students to read articles that present different family perspectives. For example, Nikia Parker’s “We Were a Hard-to-Reach Family” (page 3)
2. Based on what they read, ask them to identify the family’s concerns, priorities, and resources.
3. Ask each student to think about what else they might like to ask each family in order to be well prepared to support their child.
4. Pair students up to compare their responses.

Article	Concerns	Priorities	Resources
Parker (2012)			

Option 3: Effective practices

Instead of asking students to summarize articles, ask them to

1. Identify two or more evidence-based practices that were mentioned in the article
2. Describe how those practices might be effective in a setting with which students are familiar



Los Niños Aprenden en Casa

Valuing and Connecting Home Cultural Knowledge with an Early Childhood Program

Mari Riojas-Cortez, Belinda Bustos Flores, and Ellen Riojas Clark



The colorful sign on the cafeteria door welcomes families to the Week of the Young Child. The smell of coffee and *pan dulce*, or sweet bread, wafts throughout the urban elementary school. Mothers and fathers arrive with their preschoolers in tow

Mari Riojas-Cortez, Ph.D., is an assistant professor of early childhood education at the University of Texas—San Antonio. Her research interests include language and literacy development of bilingual children and the role of play in public schools.

Belinda Bustos Flores, Ph.D., is an assistant professor at the University of Texas—San Antonio. Her doctoral studies focused on curriculum and instruction with specializations in multilingual studies and educational psychology.

Ellen Riojas Clark, Ph.D., is an associate professor in the Division of Bicultural/Bilingual Studies at the University of Texas—San Antonio. Her dissertation focus was curriculum and instruction.

The Parent Institute was funded by a University of Texas—San Antonio (UTSA) Faculty Research Grant.

Beyond the Journal. This article also appears on NAEYC's Website, www.naeyc.org. To find it, click on *Young Children*.

and kiss them goodbye as their teachers take them to class. The adults get their snack, speaking quietly to other parents as they find a seat, and then turn their attention to the front. A five-day early childhood parent institute is beginning.

Why relationships are important

Working with families can be a rewarding experience for early childhood education teachers. To help children develop a healthy attitude toward school, relationships must be fostered between home and school. Bermúdez and Márquez (1996) indicate that a collaborative home-school relationship must be established early to make an educational impact. Inviting parents to participate in their child's education recognizes the "significance of the rapid learning that occurs before a child formally enters school" (Hurt 2000, 89).

Teachers as well as administrators need to take the time to build and

When a community's language and culture are valued, families are likely to take a more active role in their children's education.

nurture relationships with children's families. "Reciprocal relationships between teachers and families require mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals" is an NAEYC guideline for practice (Bredenkamp & Copple 1997, 22).

When a community's language and culture are valued, families are likely to take a more active role in their children's education. The creation of a richer and more productive learning environment, diverse instructional strategies, and a more profound awareness of the role families, culture, and language play in education offers the rationale for linking home and school (Clark et al. 2002).

Our school

The elementary school sits in a south central Texas city, surrounded by one of the oldest public housing projects in the city. Most of the children enrolled are Mexican American (98.7 percent), and the majority is classified as economically disadvantaged (92 percent). English and Spanish languages and American and Mexican cultures are evident in the daily interactions and activities in the halls, classrooms, cafeteria, and surrounding community (Flores 2000).

In approximately five years the school has transformed itself from

Effective Meetings with Families

Do you have an assignment like this?

Parent-Teacher Conference Plan: Develop an outline for an effective and productive parent teacher conference.

Consider the following

- Will all students have seen a family conference before?
- Have you provided an overview or checklist of things to consider before, during, and after the conference?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?
- What else?

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To show what effective meetings look like, consider resources like Finley's Parent Teacher Conference



See for Yourself

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Or how about incorporating an emphasis on formative assessment?

DESIGN A FAMILY-PROFESSIONAL MEETING. Many programs that teach this course have an assignment that requires students to create a structure for an effective family-professional meeting. Some programs even require students to use that structure to set up, hold, and evaluate a meeting. Whether it's an informal meeting for a routine update or a more formal IEP meeting, it's important for students to understand the variables they can manipulate to get the best possible outcome. Here are some components of a family meeting assignment to consider with an eye toward helping students to use formative assessment.

- Discuss the parameters of effective family-professional meetings. This may include:
 - What happens before the meeting – invitation, communication of expectations, etc.?
 - What should families bring to the meeting?
 - How can families prepare for the meeting (e.g., come prepared to share both points of pride and accomplishments as well as areas in which they have questions or would like more information)?
 - How can a physical space promote comfortable interactions?
 - What documentation can teachers compile to share with families (e.g., observations, work samples, data) and what are effective ways to share that information?
 - How will the family, teacher and shared expectations for the meeting be identified and addressed?
 - How will next steps and the plan for follow-through be introduced and supported?
- Show and discuss examples of family-professional meetings, including both good examples and less stellar examples so students can see, observe and discuss the parameters. A “bad” example might be *The IFSP Meeting* from *Delivering Family-Centered, Home-Based Services*, while a “good” example might be *Aiden’s Parent-Teacher Conference* (above).
- Ask students to compile evidence on the components of effective family-professional meetings. Data sources can include things like family surveys, published research, a website with family and/or teacher perspectives, etc.
- Based on all of the above, present students with a description of a family and their child and ask students to outline plans for a productive meeting.

Effective guidance

Do you have an assignment like this?

Parent Involvement Policy- Develop a policy that addresses parent involvement in an early childhood program. The policy should include the program's philosophy regarding parental participation, as well as strategies that the program employs to promote active involvement of parents. Opportunities for involvement should be addressed, including parent visits, volunteerism, and advisory roles of parents.

Consider the following

- Will all students have seen a family involvement policy before?
- Have you discussed ways in which family engagement can benefit achievement for young children?
- Have you provided an explicit rubric for your students so they know to consider home language and other variables?

We believe that . . .

Learning about and respecting differences among people are promoted when children have many opportunities to play and interact with classmates of different racial and cultural backgrounds and varying abilities.

**Sample
language from
an early
childhood
program's
*Family
Handbook***



Do you have an assignment that requires students to identify different resources for families in your community?

Does the assignment support your students in learning about

- Accessing interpreters and translators?
- Sources of respite care for families who have a child with a disability?
- Community resources to support families who are homeless?
- Community-based recreation programs to support active, outdoor play?

Does the assignment provide your students with opportunities to see beyond a list of URLs for different community agencies and resources?




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What about something like this?

- Require students to interview a family with a child under 8 years of age
- Require students to work with the family to identify something they would like to know to assist them in supporting their child's development or learning. It may be a question about a service (*"Can you get the food stamps folks to return my call?"*), a skill (*"My child really likes to draw. What are some effective ways to build on that talent?"*), or a challenge (*"How can I get my child to play outside instead of sitting at the computer?"*). The benefit to making this shift is that it focuses the student's creativity and evidence-based resources on what the family needs or wants and to connect with community resources in meeting that need.

To show what effective collaboration looks like,
consider using segments of *Just Being Kids*

See for
Yourself




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Do you have an assignment that requires students to design a family newsletter?

USE *FOUNDATIONS TO COMMUNICATE WITH FAMILIES ABOUT WAYS TO SUPPORT DEVELOPMENT IN EACH DOMAIN*. Here's an example of a multi-part assignment that requires students to be familiar with *Foundations* and to apply that knowledge in practical ways.

1. Ask students to survey families re: how families like to receive information (e.g., paper flyer, email, text, and phone message, in English and/or other languages).
2. Using the information from the survey, ask students to create resources related to supporting each domain of development to be delivered in the way(s) preferred by families.
3. Consider incorporating an important theme or themes in the assignment. This might include asking students to:
 - Identify strategies that can easily be scaffolded to support children of diverse abilities and experiences
 - Create resources related to appropriate ways to use technology to support each domain
 - Create resources that incorporate outdoor play and nature to support each domain
 - Identify resources that are available in Spanish to support each domain
 - Identify ways to support each domain that use only common household objects to support families with fewer resources
4. Also consider
 - Requiring students to identify any other evidence sources (besides *Foundations*) that they draw upon
 - Dividing students up so some cover each domain of development. By sharing their products, students will end up with resources to cover all domains
 - Adding information about where to get evidence-based information about how to support development in the domain(s) being addressed

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Ideas and Strategies for Incorporating Foundations¹
for Family, Child and Community

Use *Foundations to Communicate with Families About Ways to Support Development in Each Domain*. Here's an example of a multi-part assignment that requires students to be familiar with *Foundations* and to apply that knowledge in practical ways.

1. Ask students to survey families re: how families like to receive information (e.g., paper flyer, email, text, and phone message, in English and/or other languages).
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Use *Foundations to Communicate with Families About Ways to Support Development in Each Domain*. Here's an example of a multi-part assignment that requires students to be familiar with *Foundations* and to apply that knowledge in practical ways.

¹Revised from the North Carolina resource "101 Strategies of Children's Development and Learning from 0 to 5 years." Please also visit the website and assignment for more information: <https://www.ncdeq.gov/learning-publications/101-strategies-childrens-development>

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Here's another way to incorporate an emphasis on formative assessment

WATCH AND DISCUSS. Two free, downloadable videos in the Results Matter Video Library that demonstrate effective ways to use a formative assessment process, and one of North Carolina's approved formative assessment tools, can be useful to watch and discuss. *Family Engagement with TS GOLD* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp>) features a teacher and family member describing key family communication features and benefits in TS GOLD. A second video, *Aiden's Parent-Teacher Conference* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp>), begins with brief interviews with the teacher and family member discussing the importance of family-teacher conferences. The video then shows about ten minutes of an actual family-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.

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Ideas and Strategies for Incorporating Formative Assessment

Watch and Discuss. Two free, downloadable videos in the Results Matter Video Library that demonstrate effective ways to use a formative assessment process, and one of North Carolina's approved formative assessment tools, can be useful to watch and discuss. *Family Engagement with TS GOLD* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp>) features a teacher and family member describing key family communication features and benefits in TS GOLD. A second video, *Aiden's Parent-Teacher Conference* (<http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp>), begins with brief interviews with the teacher and family member discussing the importance of family-teacher conferences. The video then shows about ten minutes of an actual family-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.

Design a Family-Professional Meeting. Many programs that teach this course have an assignment that requires students to create a structure for an effective family-professional meeting. Some programs even require students to use that structure to set up, hold, and evaluate a meeting. Whether it's an informal meeting for a routine update or a more formal IEP meeting, it's important for students to understand the variables they can manipulate to get the best possible outcome. Here are some components of a family meeting assignment to consider with an eye toward helping students to use formative assessment.

- Discuss the parameters of effective family-professional meetings. This may include:
 - What happens before the meeting = invitation, communication of expectations, etc?
 - What should families bring to the meeting?
 - How can families prepare for the meeting (e.g., come prepared to share both points of pride and accomplishments as well as areas in which they have questions or would like more information?)
 - How can a physical space promote comfortable interactions?
 - What documentation can teachers compile to share with families (e.g., observations, work samples, data) and what are effective ways to share that information?
 - How will the family, teacher and shared expectations for the meeting be identified and addressed?
 - How will next steps and the plan for follow-through be introduced and supported?
- Show and discuss examples of family-professional meetings, including both good examples and less stellar examples so students can see, observe and discuss the parameters. A "bad" example might be the IEP Meeting from Delivering Family-Centered, Home-Based Services, while a "good" example might be Aiden's Parent-Teacher Conference (above).
- Ask students to compile evidence on the components of effective family-professional meetings. Data sources can include things like family surveys, published research, a website with family and/or teacher perspectives, etc.
- Based on all of the above, present students with a description of a family and their child and ask students to outline plans for a productive meeting.

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Do you want students to recognize evidence-based practices for collaborating with families?

Here are some options for how to help students know about and apply these practices to building effective collaboration with families.

- Make an observation checklist with some/all of the practices. Ask students to use the checklist while watching videos that show family-professional interactions. One resource to use in this way is videos 4.8, 4.9, and 4.10 from CONNECT Module 4 (<http://community.fpg.unc.edu/connect-modules/learners/module-4>).
- Once students are familiar with the checklist from using it in conjunction with videos, ask them to use it while observing a live family-professional meeting. Consider whether the student might share their observations with the professional who was involved in the meeting.
- Ask students to compile examples of effective strategies for addressing each practice. For example, what are ways professionals can help family members to identify formal and informal community resources that they can draw upon to achieve their goals (F7).



Share your favorite resource!

What resource, activity, or assignment do you use to help students appreciate the strengths of families that are different than their own? Please share in the chat box.




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Your Ideas for Infants, Toddlers & Twos

Our collective capability

What's your favorite resource (video, activity, reading, etc.) for your infant/toddler/twos course?



Favorite Resources for the Infants, Toddlers & Twos Course

Active Learning Series (Cryer and Harms) - help students understand activities need to be age appropriate but do not need to be extensive. Especially when I have them develop infant activity plans for individual children. They have a hard time understand basic infant activities that go past grasping. Oldie but goodies

Babies (video) – have students watch, then compare and contrast ways that each family forms attachment
CARA's Kit for Toddlers: Creating Adaptations for Routines and Activities (Campbell, Milbourne, & Kennedy)
The Creative Curriculum for Infants, Toddlers and Twos from Teaching Strategies

Exchange had a great article from March/April 2015 on 'I want my baby to read': Supporting families in guiding early language and literacy development

Focused Observations by Gronlund and James

Hands on activities - have had students use recyclable materials to create things or build toys like blocks or rattles. The students don't always realize that they can make something that would work from something at home! If course is taught in a hybrid format, use the face-to-face interactions for this kind of activity.

High Scope videos - adult child interactions that are described.

Infant Toddler Online Associate Degree Courses - FREE 15 modules designed specifically for higher ed courses <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/pd/itech>

Parent Engagement for Active Child Enrichment - www.peacenurtureskids.org - focus on increasing family engagement with their children

The Scientist in the Crib by Alison Gopnik (Stephen Colbert's interview with Alison Gopnik is a fun resource, too, and available on YouTube)

Social-emotional connections - It's great to help students understand basic developmental characteristics of items but there is the whole social emotional domain that seems to get missed in these assignments.

Use the UDL Checklist (Questions to Consider in UDL Observations in Early Childhood Environments) <http://www.pakeys.org/uploadedContent/Docs/Higher%20Ed/CunconanLahr%20Kennedy%20Stife%20Universal%20Design%20for%20Learning%20handout%202.pdf>

Videatives (video clips for early education and child development) <https://videatives.com/>

Bonnie Noonan: Ambrose Videos, Video Life's Lessons and Avery learning to talk especially the "pancakes" segment which shows a holophrase meaning multiple things to the child (NOTE: This didn't quite make sense so I would appreciate clarification from the person who shared this resource – camille.catlett@unc.edu)

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CONNECT Module 3: Communication for Collaboration




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Observation tools (Handouts 3.1 & 3.2)

Communication Strategies to Build Collaboration

Attending and Active Listening

Communication Practice	Function	Some Examples
Body language	Physical posture is relaxed to show openness, interest, and empathy.	Leaning slightly toward the speaker while sitting, hands relaxed in lap. Respecting preferences for personal space and eye contact. Nodding your head in agreement.
Reflecting content and feelings	Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	"I understand that you've been talking to Kathy about some ideas you have for might work better at lunch time, but hasn't tried them yet." (reflecting) "Jose's mother told you that the some new medicine with Jr have some side effects." "Now that we've had understand that trying ideas we talked stressful and fr feelings) "With the getting hope ne
Encouraging and affirming	Acknowledging the speaker through simple verbalizations encourages the speaker to continue. Commenting about the strengths and accomplishments shows	"Please y "You have all o incorporating tube to making sure that Aman

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 3 broad categories.

Attending and Active Listening	
Body language Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	For the following items, make a check in the box <u>each time</u> you observe an example.
Reflecting content and feelings Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	Check Yes or No to indicate whether this occurs. <input type="checkbox"/> YES <input type="checkbox"/> NO
Encouraging and affirming Acknowledging the speaker through simple verbalizations encourages the speaker to continue.	
Make notes about examples of attending and active listening you observed:	

Source: CONNECT Module 3

CONNECT Module 4: Family Professional Partnerships

Find It
Online

Dilemma Videos (Videos 4.1 & 4.2)



Teacher's viewpoint (China)



Family's viewpoint (Aaron)


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Evaluation Tools (Handouts 4.7 & 4.8)

Handout 4.8

BEACH CENTER FAMILY-PROFESSIONAL PARTNERSHIP SCALE (PROFESSIONAL VERSION)

This survey is about the extent of your satisfaction with your partnership-oriented practices with the families with whom you work. The purpose is to guide you in reflecting on your partnership-oriented practices as the basis for self-improvement. Please read each item by filling in the blank with a name of the parent on whom you will focus in the completion of this survey.

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
How satisfied are you with the way that you... 1. Help _____ gain skills or information to get what his/her child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have the skills to help _____'s child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide services that meet the individual needs of _____'s child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak up for _____'s child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Let _____ know about the good things your child does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are available when _____ needs you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Treat _____'s child with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Build on _____'s child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 4.7

FAMILY-PROFESSIONAL PARTNERSHIP

Please use a check mark to indicate your level of satisfaction with each of the items below. We will use this information to improve our practices in developing a trusting partnership with you.

How satisfied are you that your child's teacher...

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Helps you gain skills or information to get what your child needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the skills to help your child succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides services that meet the individual needs of your child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks up for your child's best interests when working with other service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows about the good things your child does when you need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with you with dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes your child's strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps you informed about your child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to you when there is bad news to get.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: CONNECT Module 4

CONNECT Module 4: Family Professional Partnerships

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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enlarge text + reduce text -

CONNECT Module 4

by Nancy Grausam



Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards

Nancy Grausam from the Pennsylvania College of Technology discusses how she is currently using Module 4 and shares about the relevance and usefulness of the module for her and her learners.

During CONNECT's February Webinar presentation, I shared ways that Module 1: Embedded Interventions was infused in within our NAEYC-accredited Early Childhood Education Associate Degree Program. What I did not share was my feedback from CONNECT's Module 1 pilot study interview. The interviewer probably heard only about 5 minutes about Module 1 and then 15 to 20 minutes of coaxing, pleading, reasoning, begging for the CONNECT team to develop a family module! It's here now and it's to be really easy to integrate and use. Be sure to check out the activity guides on the instructor dashboards* (available in the community), as those really helped me facilitate the use of the module.

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children. Understanding all families, engaging in respectful relationships and involving them in their children's learning are concepts that are directly linked to the NAEYC accreditation standards and best practices. The activities in the Family-Professional Partnerships module also provide some of our "learning opportunities" to support the NAEYC accreditation key assessments*.

This module beautifully illustrates "reframing" a fundamental principle to understanding characteristics of children and families. Whether it is the dilemma videos* depicting the teacher's and the parent's views on the same issue in Step 1 or the experience-based knowledge*

Community college faculty shares how she used Module 4

<http://community.fpg.unc.edu/discussions/connect-modules-using-module-4>

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To see an example of how to enter a relationship with a family, consider Video 4.5 from CONNECT Module 4



Find It
Online


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National Center on Parent, Family, and Community Engagement

- Family engagement and school readiness
- Father involvement
- Communicating with families
- Many resources in English and Spanish




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Parent, family and community engagement simulation

See for Yourself

Welcome to the Parent, Family, and Community Engagement Simulation

What you do and say matters! Explore and practice every day strategies to develop a positive, goal-directed relationship with a family in a virtual Head Start Center. These relationships are key to our work together with families, including the journey toward school readiness.

[Read Instructions](#)

[Begin Simulation](#)



Last Reviewed: November 2012

Last Updated: September 13, 2013

Skills addressed:

- Accurate reflection of observations
- Active listening
- Encourage sharing
- Support family competence

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What about something like this?

WATCH & LEARN ABOUT

THE VLS PROGRAM

The Virtual Laboratory School is designed to empower professionals to build their knowledge and skills around best practices in child-care and youth development.

- Tracks divided by age (infant/toddler, preschool, school-age)
- Resources for individual courses, including videos, activities, and handouts
- Emphasis on children with special needs




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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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Upcoming Webinar

June 2, 2015 2:00 pm – 3:00 pm EST

Topic: Language and Literacy




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Questions?




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Next Steps

- 1 Go to SCRIPT-NC
<http://scriptnc.fpg.unc.edu/resource-search>
- 2 Click on Family, Child, & Community
- 3 Access all the resources from today's webinar



Ideas and Strategies for Incorporating *Foundations*¹
in Family, Child and Community



Give Us Your Feedback



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BONUS: I Am Human So I Must Be Stereotyped (assume nothing)

I'm not the most **POPULAR** person in school, so I **MUST** be a loser

<https://www.youtube.com/watch?v=4iZc8SuWML8>

I care about the **ENVIRONMENT**...I **MUST** be a tree hugging hippy.

I am **A DREAMER**, so I **MUST** be unrealistic.

I **HAVE MANY DIFFERENT INTERESTS**, so I **MUST** be unable to commit to one thing.