

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Introduction to Early Childhood Education Webinar

February 3, 2015

2:00 pm – 3:00 pm EST

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



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A photograph of a white, domed gazebo in a snowy park setting. The gazebo has a white dome with a textured pattern and is supported by six white columns. It is situated on a dark, circular base. The background features large, bare trees with snow on their branches, and a path with streetlights and a few people in the distance. The overall scene is a winter landscape.

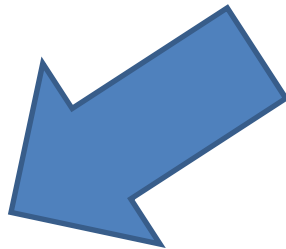
Welcome and Introduction

Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
unmute your
phone

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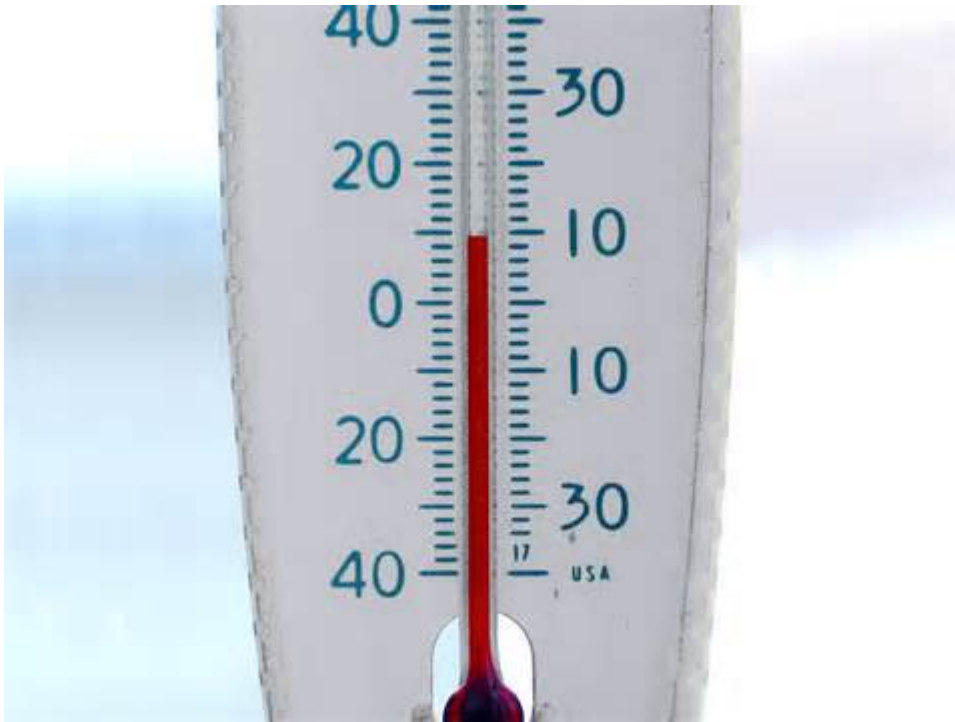
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Quick Poll



What is the
outside
temperature
where you are?


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Landing Pads



Introduction to Early Childhood



Children with Exceptionalities



Child Development and Learning (Birth to 36 months)



Child Development (36 months - middle childhood)



Social-Emotional Development/Child Guidance



Child, Family, and Community



Language and Literacy



Creative Activities



Health, Safety, and Nutrition



Early Childhood Carestone Practices



Educational Technology

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



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Introduction to Early Childhood Education

This Landing Pad provides information and resources that can be incorporated into introductory early childhood courses to support the inclusion of children that are culturally, linguistically, and ability diverse.

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.

*EDU119 in North Carolina community colleges



Introduction to Early Childhood Education Landing Pad

ACCESS RESOURCES:

- **Resources that can be incorporated into Introduction to Early Childhood Education to support the inclusion of children that are culturally, linguistically, and ability diverse.**
-  **Resource Handout (Updated February 2014)**
- **Archived Webinar Recording and PowerPoint Slides: 2014 | 2012** (PPT only)


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New 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**

Additional areas of emphasis in 2015

- Incorporation of the 2014 DEC Recommended Practices
- Strategies on incorporating state early learning guidelines
- Activities and assignments for embedding the components of a formative assessment process



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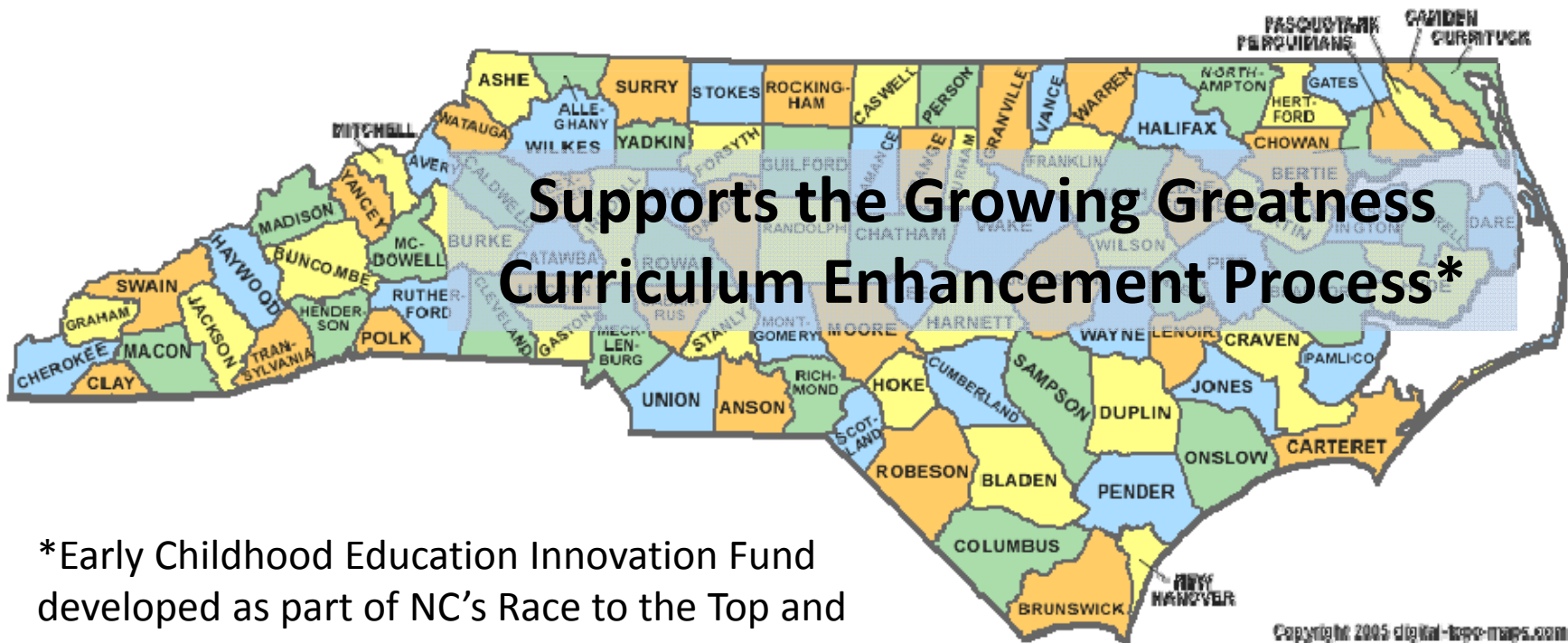
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About SCRIPT-NC's 2015 Webinar Series



*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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- Hold a DEC Recommended Practices Scavenger Hunt
- Watch for the DEC Recommended Practices in Action





Ideas and Strategies for Incorporating the DEC Recommended Practices
in Introduction to Early Childhood Education

Hold a DEC RECOMMENDED PRACTICES SCAVENGER HUNT to familiarize the students with the 2014 DEC Recommended Practices. Create a list of specific things to hunt for (e.g., definition of instructional practices, a practice for promoting children's cognitive development, number of themes family practices encompass, etc.). Ask students to identify the page and/or practice number (if applicable) on which that information may be found.

DEC RECOMMENDED PRACTICES IN ACTION. Using CONNECT Modules (<http://community.fpg.unc.edu>), ask students to watch the following three videos: Video 1.17: Routine in a program – playing red light green light; Video 1.20: Routine in a program – eating lunch; and Video 7.18: Washing clothes. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

DEC Recommended Practices ¹	CONNECT Module 1		CONNECT Module 7
	Video 1.17: Routine in a program – playing red light green light	Video 1.20: Routine in a program – eating lunch	Video 7.18: Washing clothes
INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.			
INS3. Practitioners gather and use data to inform decisions about individualized instruction.			
INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.			
INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.			
INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.			

¹ Find the DEC Recommended Practices online at <http://dec.mebbershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf>



North Carolina Foundations for Early Learning and Development



North Carolina Foundations Task Force

Ideas and Strategies for Incorporating *Foundations*¹ in Introduction to Early Childhood Education

Do You SEE *FOUNDATIONS*?

- Create a simple chart to use as an observation tool (see below). After covering the basic organization and content of *Foundations*, ask students to watch several video clips of young children, and to note what they see in each domain of development. It may be helpful to ask students to first watch one or two domains, then work up to looking for all domains. For on-ground courses, debrief after each video clip to make certain that students are becoming familiar with each domain, noticing what you want them to see, and using objective language to describe what they see. For online courses, ask pairs of students to watch the same clips, and then compare notes. Ask that they submit their observations so you can monitor the areas mentioned above. One excellent source for clips to use in this activity is the observation section of the Results Matter Video Library (http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation).

Domain	What Do You See?
Approaches to Play and Learning	
Emotional & Social Development	
Health & Physical Development	
Language Development & Communication	
Cognitive Development	

SCHOOLIES

© 2006 by John P. Wood

I'M GONNA NEED MORE SPECIFIC FEEDBACK ON MY FORMATIVE ASSESSMENTS.




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Ideas and Strategies for Incorporating Formative Assessment
in Introduction to Early Childhood Education

A word cloud on a black background. The central and largest word is 'development' in green. Other prominent words include 'learning' (white, vertical), 'evaluate' (green, vertical), 'children' (white, vertical), 'interests' (white, vertical), 'collaboration' (white, vertical), 'families' (white, vertical), and 'behaviors' (white, vertical). Smaller words include 'service providers', 'data', 'systematic', 'document', 'teachers', 'skills', 'ongoing', 'knowledge', 'needs', 'plan', 'progress', 'strengths', 'observing', 'communication', and 'communication'.


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Landing Pad

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	<p>America's Hispanic Children: Gaining Ground, Looking Forward http://www.childtrends.org/wp-content/uploads/2014/09/2014-38AmericaHispanicChildren.pdf <i>Child Trends has produced this rich, nuanced statistical portrait of Hispanic children in the U.S., drawn from nationally-representative data. The report intentionally uses a lens that highlights evidence of strengths and assets, while also acknowledging the challenges that some children and families face.</i></p>
	<p>Child Care in America Today: 2014 State Fact Sheets http://usa.childcareaware.org/sites/default/files/19000000_state_fact_sheets_2014_v04.pdf <i>Fact sheets in this document summarize key data related to child care (e.g., cost, type) on both national and state levels.</i></p>
	<p>Code of Ethical Conduct and Statement of Commitment http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf <i>This 2005 position statement on the Code of Ethical Conduct by the National Association for the Education of Young Children (NAEYC) presents core values with regard to early childhood care and education as well as the conceptual framework for the Code. The four sections of the Code are with regards to practitioners' professional and ethical responsibilities to children, to families, to colleagues (co-workers, employers, and employees), and to the community and society. Ideas for exemplary practice and principles to guide practice are presented within each of the four sections.</i></p>
	<p>Code of Ethics http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Member%20Code%20of%20Ethics.pdf <i>This 2009 Code of Ethics prepared by the Division for Early Childhood of the Council for Exceptional Children (DEC) provides principles and guidelines in four areas: Professional Practice, Professional Development and Preparation, Responsive Family Practices, and Ethical and Evidence Based Practices.</i></p>
	<p>DEC Recommended Practices http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf <i>This updated guide (2014) identifies the DEC recommended practices for early intervention and early childhood special education and presents practical tips and examples for implementation. It includes strategies for program assessment and improvement, as well as checklists for families and administrators.</i></p>
	<p>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 http://www.naeyc.org/positionstatements/dap <i>NAEYC's 2009 position statement outlines practice that promotes young children's optimal learning and development. Three components – developmentally appropriate, culturally/linguistically appropriate, and individually appropriate practice – are addressed to support opportunities for each child to achieve his or her full potential.</i></p>
	<p>Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8 http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf <i>Based on the 2003 Joint Position Statement by the NAEYC and the National Association of Early Childhood Specialists in State Departments of Education, this document presents an overview of the position statement, trends and issues concerning early childhood education, guiding principles and values. It also presents an overview of the recommendations on curriculum, child assessment, and program evaluation and accountability. Within each of the three sections, key recommendations, rationales and indicators of effectors are presented as well as a list of frequently asked questions. Developmental charts for the respective sections are provided with examples on how each recommendation may be implemented for infants to primary grade children.</i></p>
	<p>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion <i>The joint position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion. Both the full and summarized versions of the joint position statement are available in English and Spanish. Included in the website is a document on the validation process as well as resources related to inclusion of young children.</i></p>

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Introduction to Early Childhood Education




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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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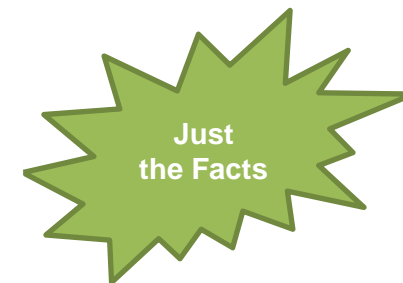
Introduction to the ECE Profession

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

Introduction to the ECE Profession

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:

CHILD CARE IN AMERICA TODAY: FACTS



Family Characteristics and Need for Child Care	
Number of children under age 6 in the United States ⁷	23,363,909
Percentage of children under age 6 living with both parents ⁸	65%
Percentage of children under age 6, living with two parents, whose parents are both working ⁹	58%
Number of children under age 6 living with a single parent ¹⁰	8,126,541
Percentage of children under age 6, living with a single parent, whose parent is working ¹¹	76%


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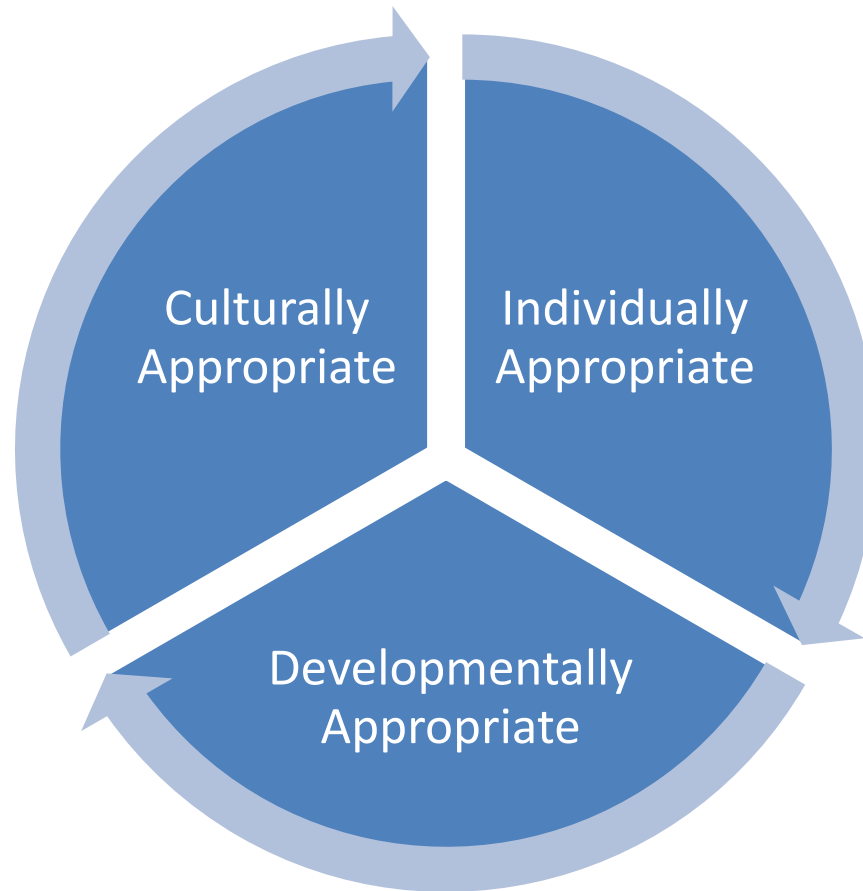
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Developmentally Appropriate Practice




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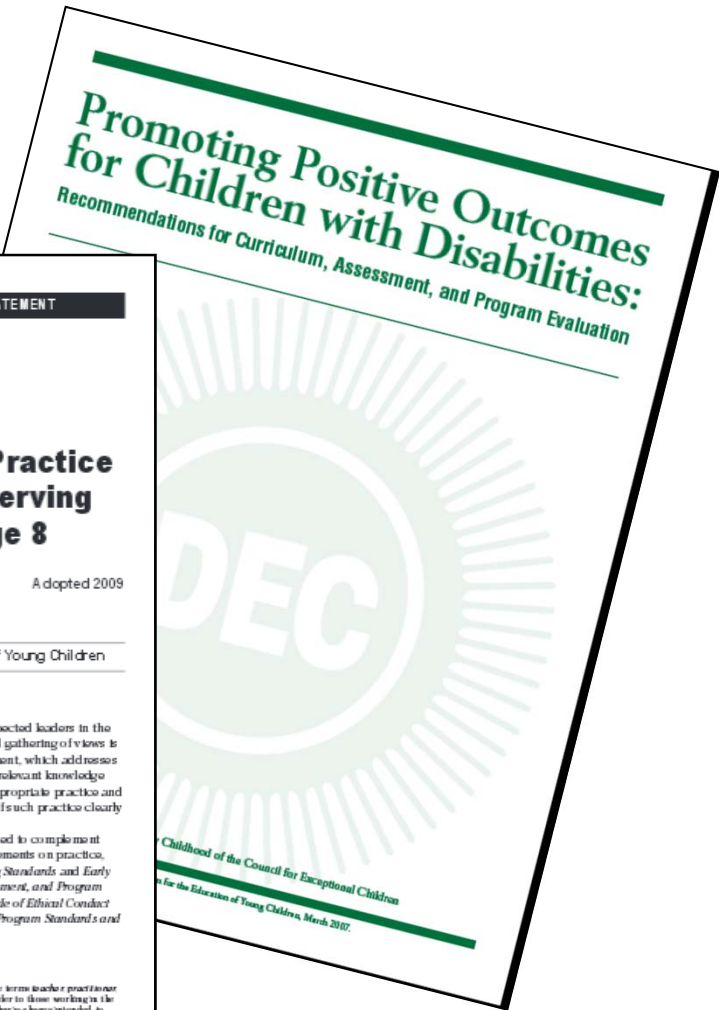
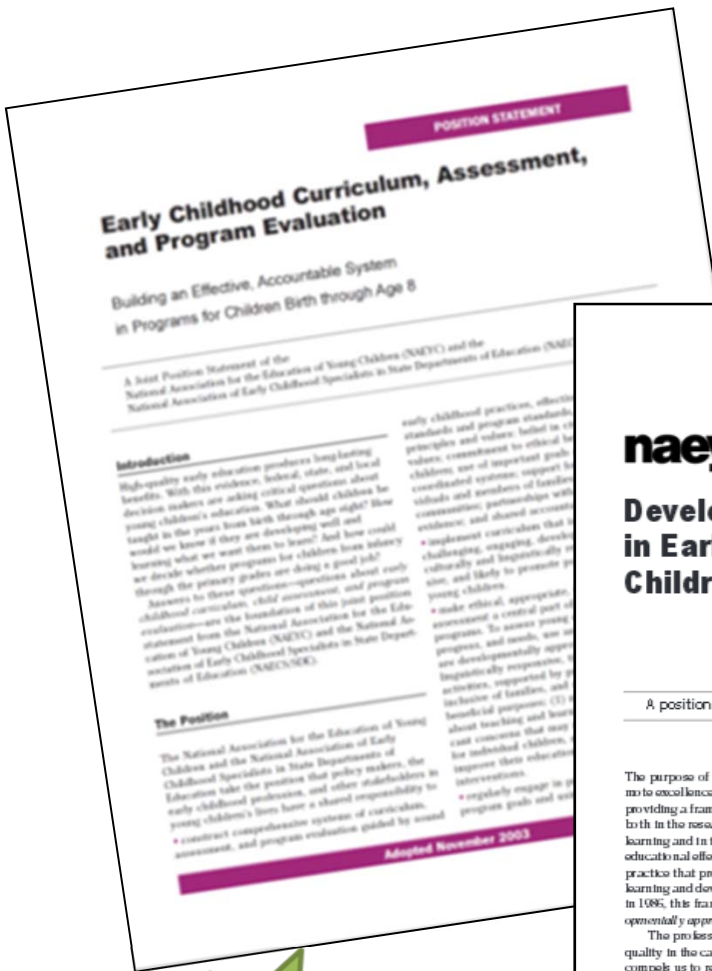
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NAEYC standards

- Developmentally appropriate practices

DEC standards

- DEC recommended practices



naeyc

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Adopted 2009

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

The purpose of this position statement is to promote excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practices that promote young children's optimal learning and development. Since the first adoption in 1985, this framework has been known as developmentally appropriate practice.¹

The profession's responsibility to promote quality in the care and education of young children compels us to revisit regularly the validity and currency of our core knowledge and positions, such as this one on issues of practice. Does the position need modification in light of a changed context? Is there new knowledge to inform the statement? Are there aspects of the existing statement that have given rise to misunderstandings and misconceptions that need correcting?

Over the several years spent in developing this revision, NAEYC invited the comment of early childhood educators with experience and expertise from infancy to the primary grades, including a late 2006 convening of respected leaders in the field. The result of this broad gathering of views is this updated position statement, which addresses the current context and the relevant knowledge base for developmentally appropriate practice and seeks to convey the nature of such practice clearly and usefully.

This statement is intended to complement NAEYC's other position statements on practice, which include *Early Learning Standards and Early Childhood Curriculum, Assessment, and Program Evaluation*, as well as the *Code of Ethical Conduct and NAEYC Early Childhood Program Standards and Accreditation Criteria*.²

Note: This is not the statement, the terms *teacher practice* and *educator* are used only to refer to those working in the early childhood field. The use of *teacher* is not intended to refer to any and all responsible for the direct care and education of groups of children in any early childhood setting, including not only classroom teachers, but also in-kind teacher caregivers, family child care providers, and specialists in other disciplines who help the work of teachers in any instance; the term *profession* is intended to also include a program of standards for educators is intended to also include college and university faculty and other teacher trainers.

Copyright ©2009 by the National Association for the Education of Young Children





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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How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

In 2006, my husband and I enrolled our son Dillon in Coralwood, an early childhood public school that provides an inclusive education setting for children aged three to six. Dillon is a typically-developing child, and his exposure to children with special needs has had a significant impact on our family. In addition to benefiting from a quality education, Dillon's behavior has shown marked improvement. He is kinder, more compassionate, and does not limit his friendships to children with abilities similar to his.

As a former director of a non-profit serving people with disabilities, I was aware that my life experience was void of interaction with the client base I served. I wanted my son to have experiences that would enable him to understand and accept the differences, as well as the similarities, of people with special needs. Coralwood School has given our family the skills and understanding I was after.

Dillon's classes at Coralwood range from 16 to 18 students; six to eight of the students in each class have special needs. Other than the students with physical disabilities, Dillon is generally unaware of who these six to eight students are. Students are not labeled; in the classroom, the children are peers.

One common misconception in an inclusive classroom setting is that students with Individual Education Programs (IEPs) absorb more of the teacher's time to the detriment of students without IEPs. That has not been our experience. Teachers and administrators create an environment that respects all children, regardless of their abilities, to be their best.

In his first year at Coralwood, Dillon made fast friends and had a weekly play date with Michael. What Dillon didn't realize was that these play dates were in fact sessions with specialists who were



working with Michael on various skills. Michael and Dillon both learned appropriate social behavior while improving their communications skills, unaware they were being taught.

Dillon's education at Coralwood is a similar seamless coupling of educating students with IEPs alongside students without IEPs. This past year Kendra, who is blind, was in Dillon's class. Dillon learned how Kendra navigates with her cane, the types of birthday presents appropriate for her, and how she uses a Perkins Braille to write. The Braille writer fascinated the children and they eagerly asked to use it to write her notes.

When I was invited to read to Dillon's class, he suggested I bring his Halloween book with built-in sounds because he knew Kendra would like it. And while driving to a party for a classmate, Dillon and his friend spent the journey discussing inventions that would allow Kendra to play without injury on the inflatable toys they had heard would be there.

Parents often join the students in the cafeteria during lunch, participate in

classroom reading programs, and generously volunteer for special events. This atmosphere of openness and acceptance is a tone set by our principal. She makes it clear on day one that parents are welcome at the school and are expected to be engaged, and that families with children who have special needs and those with children who are typically developing are embarking on an education partnership that cannot succeed without parental involvement.

Our family's inclusive education experience has been enlightening and life-changing. We now advocate for inclusive education and have signed Dillon up to continue the program at the partnering elementary school in the area. We are grateful to the parents of students with special needs for participating with us in this educational journey, allowing our son and us to expand our understanding and grow from the relationship.

Jennifer Sedlack, her husband Phil, and son Dillon live in Atlanta, Georgia.

Read All About It

Retrieved from the website of the Institute on Community Integration, University of Minnesota: http://community.fpg.unc.edu/proceedings/A.G.Gayford.V.Eds.1_SummerFall2009_Impact_FeatureIssueonEarlyChildhoodEducationofChildrenwithMinnesotaInstituteonCommunityIntegration

Foundations of Inclusion Birth to Five

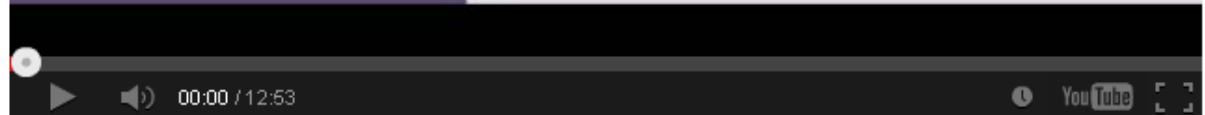


Defining Features of Inclusion

Access

Participation

Supports



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

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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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**America's Hispanic Children:
Gaining Ground, Looking Forward**

David Murphy, Ph.D. | Lisa Gazman, Ph.D. | Alicia Torres, Ph.D.
9/24/2014

Televisa
UNIVERSITY

Child Trends
hispanic
Institute


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Questions?




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How to observe

View or download segments from *Clips for Practicing Observation, Documentation and Assessment Skills* to help students try out different observation strategies



Common Observation Strategies¹

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
Running Records	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
Anecdotal Notes	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.
Brief Notes	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.
Checklist	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

¹ Heartland Equity and Inclusion Project (HEIP)

www.heartland.edu/heip

Heartland Community College

Our collective capability

What's a favorite strategy for developing your students' observation skills?



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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**

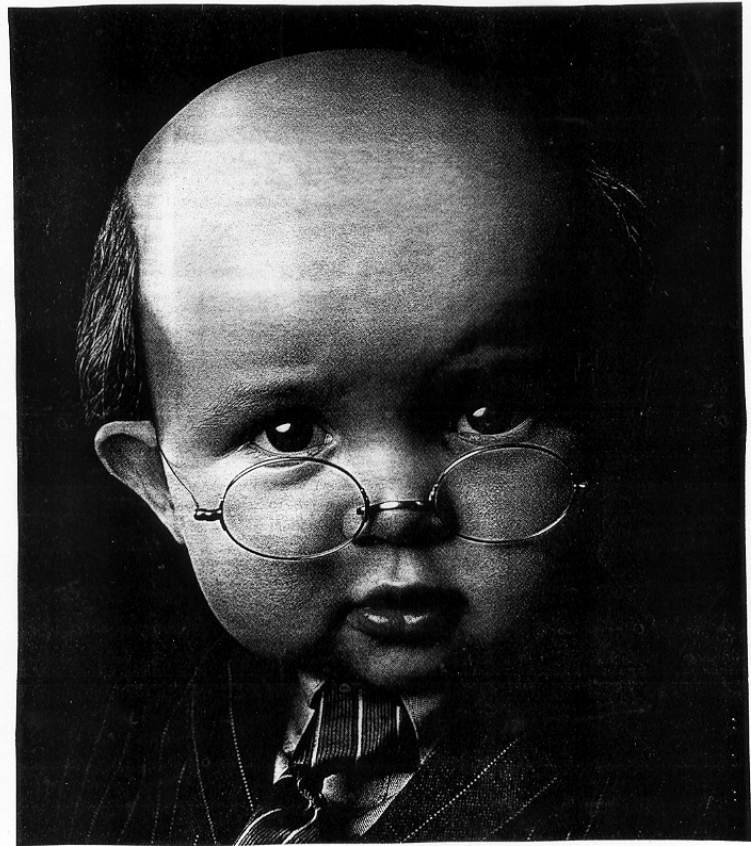
**Health and Physical
Development**

**Language
Development and
Communication**

**Cognitive
Development**

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

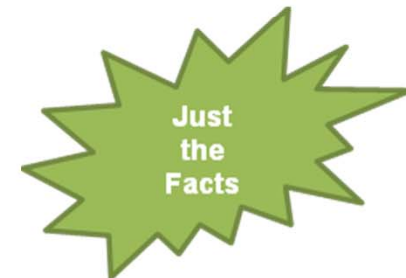
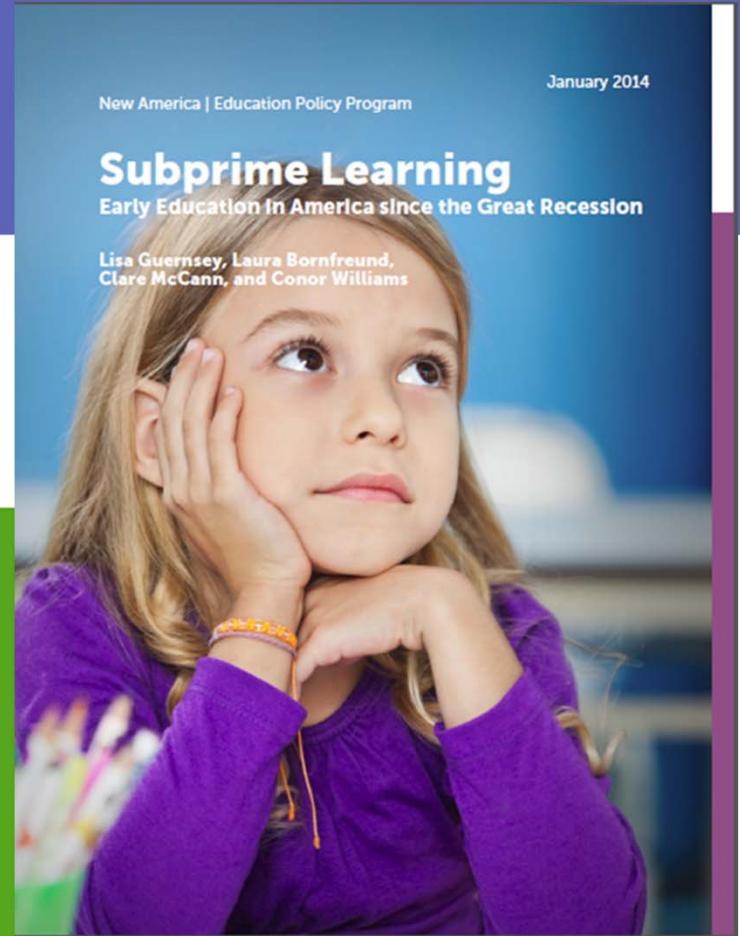
Read the Report Online by Section

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



Working Paper:

Is Kindergarten the New First Grade? The Changing Nature of Kindergarten in the Age of Accountability

Daphna Bassok and Anna Rorem¹

ntability pressures have trickled down into the early elementary grades, and red by a heightened focus on academic skills. This paper documents substan- ms between 1998 and 2006, using two large nationally-representative data-:hanged substantially over this period, and always in the direction consistent While in 1998, 31 percent of kindergarten teachers indicated that most chil- arten, in 2006 65 percent of teachers agreed with this statement. Time on hly 5.5 to 7 hours per week and exposure to social studies, science, music, art

CRISIS IN THE KINDERGARTEN

Why Children Need
to Play in School



Read All

About It

Possible Activity

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.

HINT

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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Play

- Let's play
- Overview of play
- The power of play
- The importance of play



Source: Scientific American

in promoting healthy child development . . .

- Resources to support play as the basis for . . .

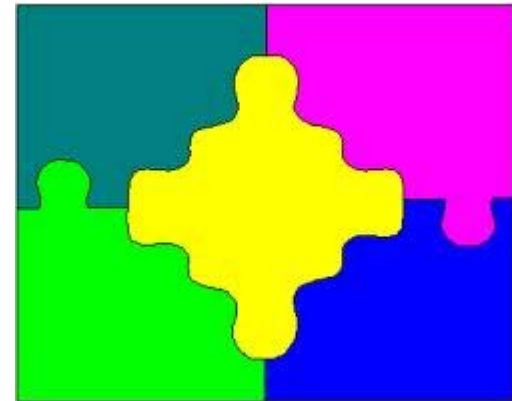


Play: Jigsaw Activity

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.



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]⁷
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]⁷
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]⁸



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

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?

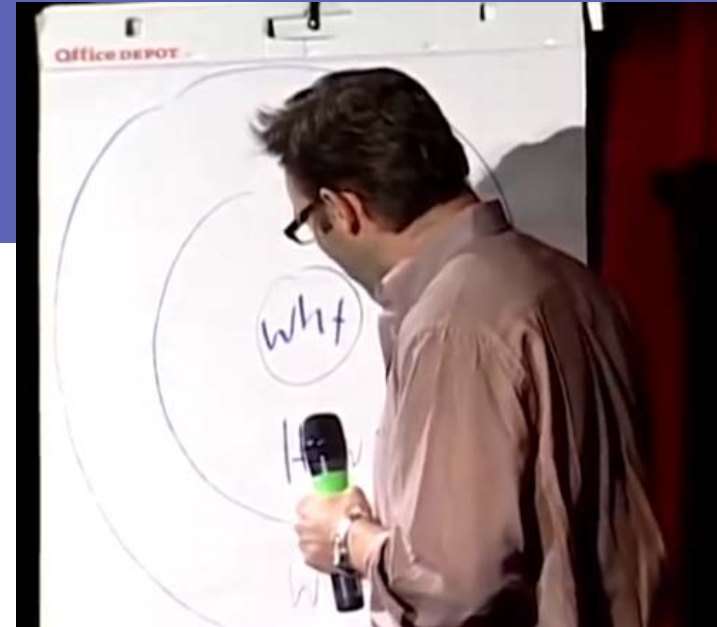
Philosophy Assignment

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...

Start With Why



**Imagine a world where
people wake up
inspired to go to work.**

Start With Why Forum Beth Vick (NC)

Due 1/23: Why Early Childhood?

Everyone knows what their job is, many know how to get it done; my fear is that few know why we do what we do. View the following video featuring Simon Sinek. His presentation is based on selling computers, however there is a lot of knowledge that we, in early childhood education can gain from this.



If we don't know why we do what we do, how can we provide the best for the children, families and communities that we serve? Therefore, let's start with why, as Simon Sinek suggests in this presentation.

After viewing the video, consider and provide a response for the following questions:

1. What do you believe to be the purpose of early childhood education?
2. What do you believe to be your role, or what purpose do you see yourself serving as an early childhood professional?
3. As an early childhood professional, what will drive you to get up each morning and report to work?
4. Create your own "marketing statement" as mentioned in the video. Simon provides a marketing statement specific to Apple products; but consider your response to the above questions as it relates to your work in early childhood education and create your own "marketing statement."
5. Remember to support your response with professional resources and respond to at least two other student's posts to receive full credit. In your response, refrain from being brief, using "I agree," or "well said." Be specific in what you are responding about.

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Learn From Talented Colleagues



Heartland Equity and Inclusion Project

Faculty Family Paraprofessionals

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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.



Questions?




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Landing Pads



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



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Creating Your Personal Resource List

Introduction to Early Childhood Education

This Landing Pad provides information and resources that can be incorporated into introductory early childhood courses to support the inclusion of children that are culturally, linguistically, and ability diverse.

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.

*EDU119 in North Carolina community colleges



Click to get to resources page

ACCESS RESOURCES:

- **Resources that can be incorporated into Introduction to Early Childhood Education to support the inclusion of children that are culturally, linguistically, and ability diverse.**
-  **Resource Handout (Updated February 2014)**
- **Archived Webinar Recording and PowerPoint Slides: 2014 | 2012** (PPT only)

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JUST THE FACTS MA'AM

America's Hispanic Children: Gaining Ground, Looking Forward

Child Trends has produced this rich, nuanced statistical portrait of Hispanic children in the U.S., drawn from nationally-representative data. The report intentionally uses a lens that highlights evidence of strengths and assets, while also acknowledging the challenges that some children and families face.

 [GET FULL TEXT](#)

Child Care in America Today: 2014 State Fact Sheets

Child Care Aware of America. (2014).

Fact sheets in this document summarize key data related to child care (e.g., cost, type) on both national and state levels.

 [GET FULL TEXT](#)

NAEYC Code of Ethical Conduct and Statement of Commitment

National Association for the Education of Young Children (NAEYC). (2005).

This 2005 position statement on the Code of Ethical Conduct by the National Association for the Education of Young Children (NAEYC) presents core values with regard to early childhood care and education as well as the conceptual framework for the Code. The four sections of the Code are with regards to practitioners' professional and ethical responsibilities to children, to families, to colleagues (co-workers, employers, and employees), and to the community and society. Ideals for exemplary practice and principles to guide practice are presented within each of the four sections.

 [GET FULL TEXT](#)

DEC Code of Ethics

Division for Early Childhood (DEC). (2009).

This 2009 Code of Ethics prepared by the Division for Early Childhood of the Council for Exceptional Children (DEC) provides principles and guidelines in four areas: Professional Practice, Professional Development and Preparation, Responsive Family Practices, and Ethical and Evidence Based Practices.

 [GET FULL TEXT](#)

2014 DEC Recommended Practices

This updated guide (2014) identifies the DEC recommended practices for early intervention and early childhood special education and presents practical tips and examples for implementation. It includes strategies for program assessment and improvement, as well as checklists for families and administrators.

[GET FULL TEXT](#)

Step 1:
Click on
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DEC Recommended Practices in Early Intervention/Early Childhood Special Education

Author(s) or Presenter(s): DEC

Publication Date: 2014

This publication presents the DEC recommended practices for early intervention and early childhood special education. These practices are based on the best available research as well as the professional wisdom and experience of the field.

Available here:  [DEC Recommended Practices](#)

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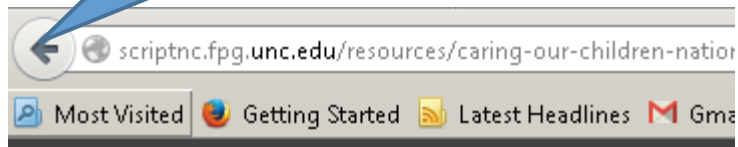


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3	Overview of Play: Its Uses and Importance in Early Intervention/Early Childhood Special Education	Lifter, K., Sanda-Foster, S., Arzamarski, C., Briesch, J. & McClure, E.	2011	Remove from Citations List

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Author(s): S. Arzamarski, C., Briesch, J. & McClure, E.

[journal/Fulltext/2011/07000and_Importance_in_Early.2.aspx](#)

...nce of play and describes how it is used in three settings (early intervention, early childhood education). The authors also attempt to provide a clearer understanding of how the use of play is used for different purposes in different contexts. Specifically, they clarify that play can be used as a developmental domain or as an activity base to achieve other goals.

Foundations of Inclusion Birth to Five

Author(s): Buysse, V., Connolly, M., Turnbull, A., & Winton, P.

Published: 2013

URL: <http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five>

Produced by CONNECT, this video presents an overview of the legal and policy foundations of inclusion in early childhood and the relevant research. It also covers the definition, desired results, and defining features of inclusion.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

Author(s): DEC

Published: 2014

URL: <http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%20RPs%206%205%202014.pdf>

This publication presents the DEC recommended practices for early intervention and early childhood special education. These practices are based on the best available research as well as the professional wisdom and experience of the field.


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Upcoming Webinar

March 3, 2:00 pm – 3:00 pm EST

**Topic: Child Development
(Conception to Age 8)**



Register and check out the topics/dates for our 2015 webinar series:
<http://scriptnc.fpg.unc.edu/registration-2015-script-nc-webinar-series>

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BONUS: Cute is a 4-Letter Word



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