Working together to enhance early childhood community college programs in North Carolina

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Sandhills COMMUNITY COLLEGE

IDEAs that Work

Welcome and Introductions

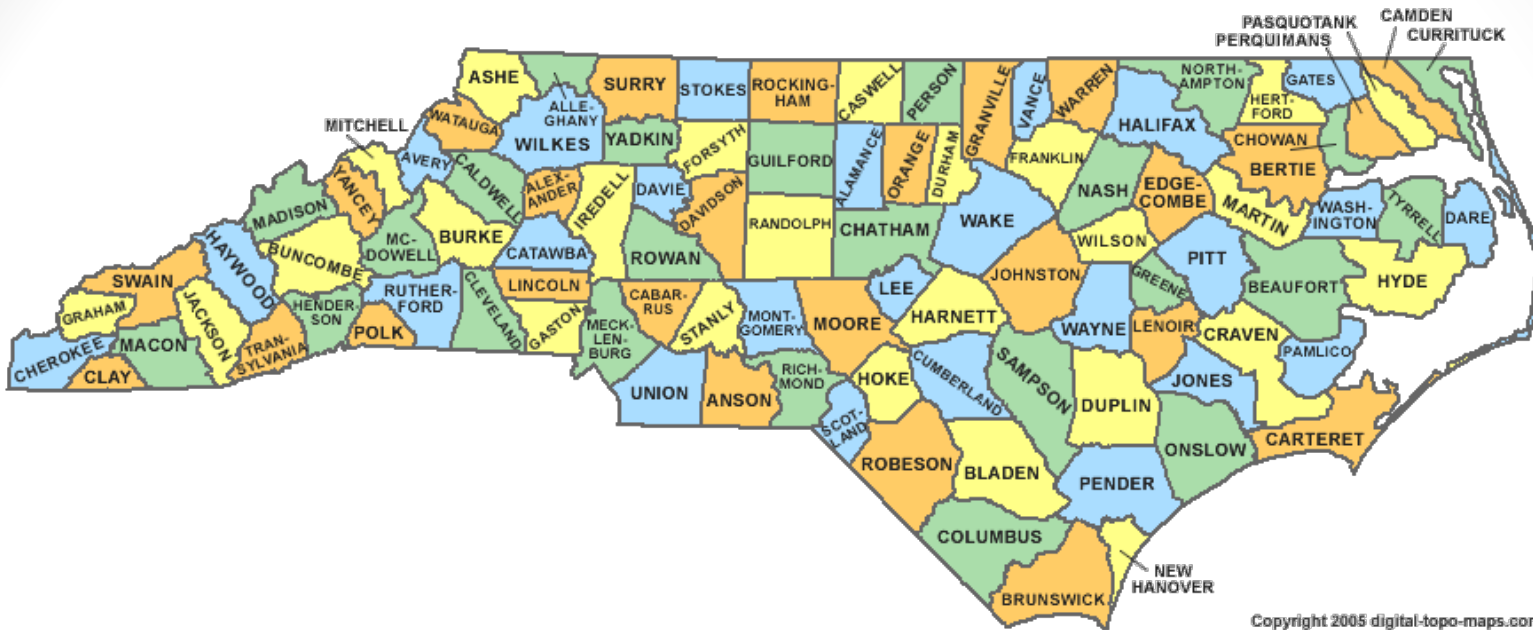# Outline of Session

1. Welcome and Introductions
2. Overview of SCRIPT-NC
3. The Enhancement Process
   a) Developing a shared vision
   b) Involving community partners
   c) Getting intentional with course / PD content
4. Impact of SCRIPT-NC
5. Using Resources Differently
6. Resources
7. Questions and Next Steps

Session Objectives

- Reflect on your values and vision for future early childhood professionals

- Examine tools and processes for intentional and explicit teacher preparation and inservice professional development enhancement

- Discover resources to support your work

- Discuss how you can use the model, tools, or processes in your work

Overview of SCRIPT-NC

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National Context

- *Community colleges play a critical role in preparing teachers to work with young children

- **56% of IHEs offering early childhood education are community colleges

- **Community college faculty have a high workload
  - 70% are adjunct faculty
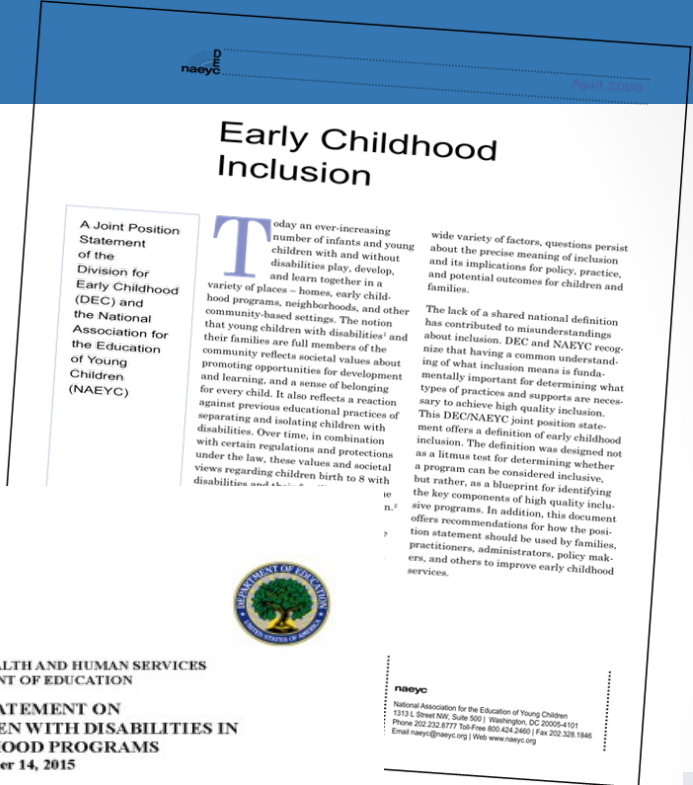 - Full-time faculty-student ratio = 1:79

*Source: Kaplan, 2018
**Source: Maxwell, Lim & Early, 2006

National Context: Inclusion of Children with Disabilities

Inclusion

- Access
- Participation
- Supports

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Knowledge acquisition +

Knowledge application =

Effective professional development

National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

What Do We Mean by Professional Development in the Early Childhood Field?

Almost everyone recognizes the importance of an having effective early childhood workforce in programs that serve young children and families. Less clear is how to ensure that all early childhood practitioners have the essential knowledge and skills they need to be effective. Increasingly, policy makers are turning to professional development as the solution to adequately preparing practitioners or helping them improve their instructional and intervention practices. This focus on effective practices is associated with the goal of improving child outcomes as part of the

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SCRIPT-NC Priorities

Quality practica experience

Increasing faculty knowledge and skills

Evidence-Based Practice

Supporting children with disabilities

Faculty supports

Supporting children who are culturally and linguistically diverse

What We Know about Inclusion in NC

35.8% of children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program

Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2016-17

Demographics of Children in NC

Young children by race/ethnicity, 2016

- White: 50%
- Black: 13%
- Hispanic: 26%
- Asian: 5%
- Other: 6%
- American Indian: 1%

Source: National Center for Children in Poverty

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Demographics of Children in NC
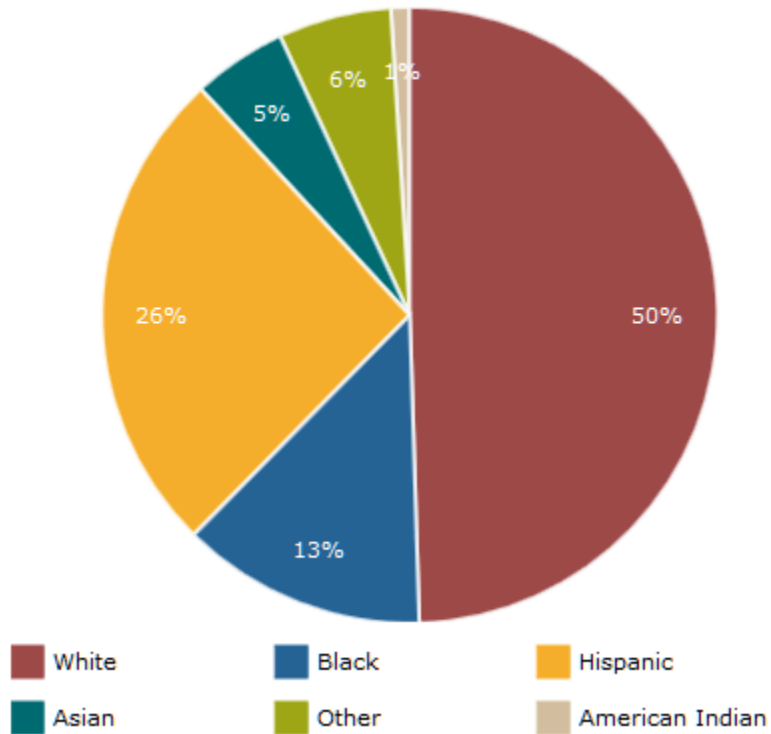
Young children (under age 6)[3]: 716,074

Young children by income, 2016
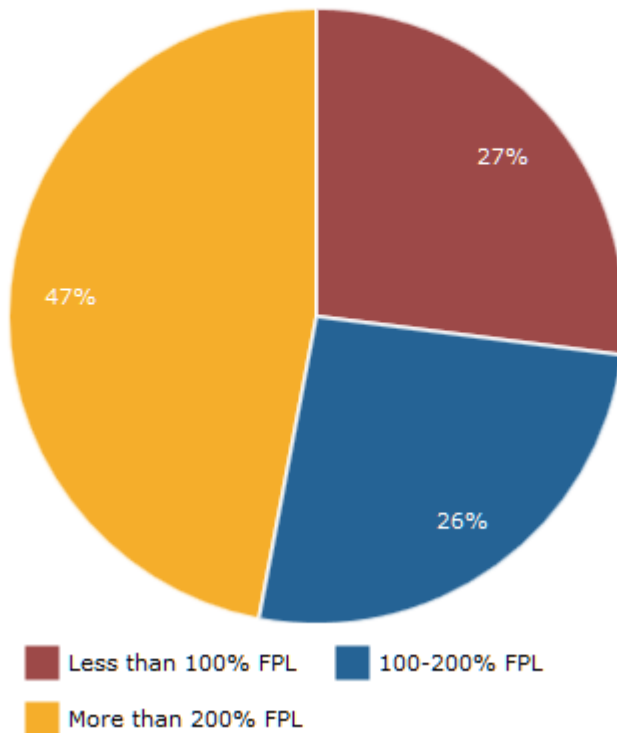
- Less than 100% FPL — 27%
- 100-200% FPL — 26%
- More than 200% FPL — 47%

Source: National Center for Children in Poverty
http://www.nccp.org/profiles/early_childhood.html

Demographics of Children in NC

Exposure to multiple risk factors among young children, 2016*

Source: National Center for Children in Poverty
http://www.nccp.org/profiles/early_childhood.html

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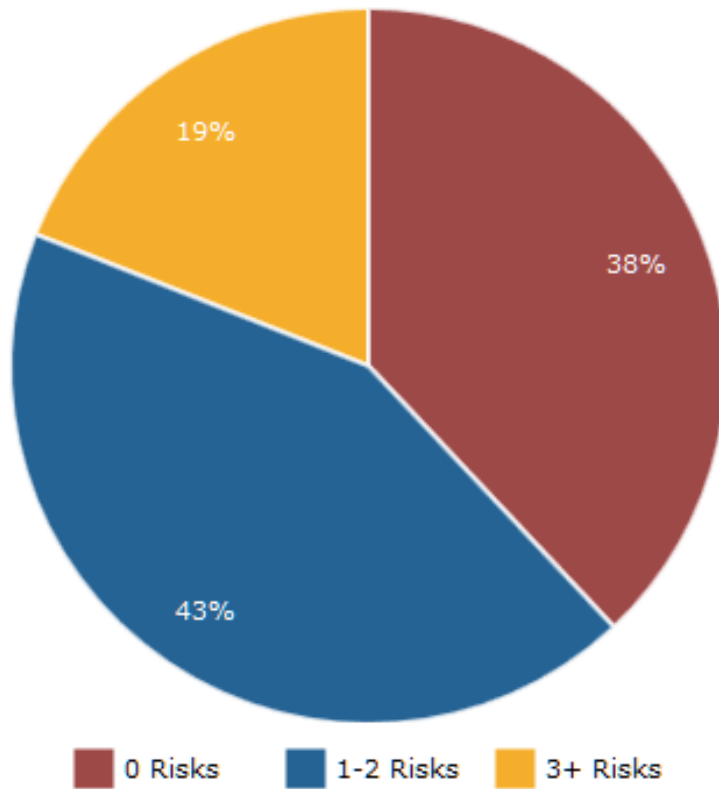# NC needs early childhood professionals who . . .

- Have high expectations for each child

- Know how to connect with families who are culturally and linguistically diverse

- Know about environments and interactions that support young learners who are diverse

- Know how to use culturally and linguistically relevant, respectful and responsive practices

1. Partner with community college faculty to identify, assess, and reconstruct key courses to incorporate research-based inclusion practices.

Partnerships: 7 Community Colleges in 3 Cohorts
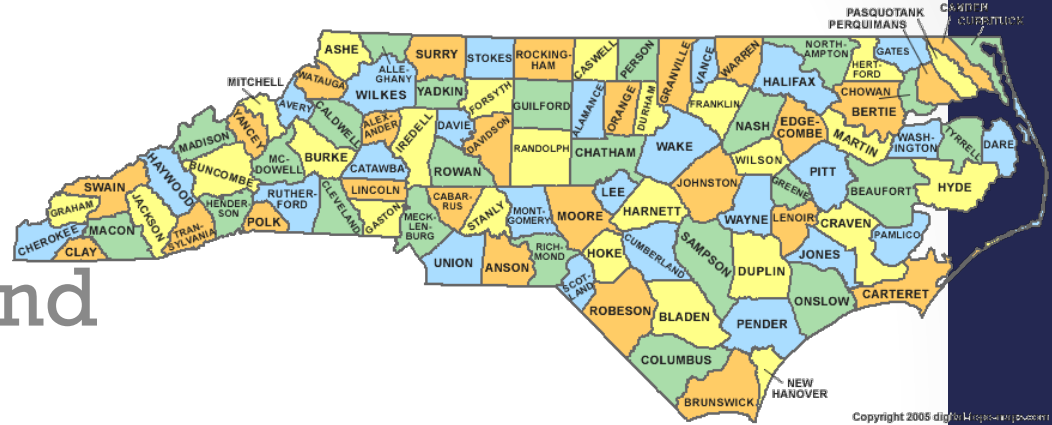
2. Partner with community college faculty and supervising teachers to coordinate practica placements in high-poverty, inclusive settings.

3. Provide ongoing professional development opportunities and supports for faculty.

4. Engage in statewide dissemination to support faculty and PD providers by providing resources to promote student use of evidence-based practices.

Program Enhancement Process

Phase	Step	Considerations	Form	Comments
PRECONSTRUCTION	Identify partners in the enhancement process	• Are your adjunct instructors involved? • Are community partners (e.g., employers, directors of diverse local programs, disability specialists)? • Have you included graduates of your program who are currently working in the field?		
	Clarify your values and vision for change	• Have you and your partners identified what you want your Graduates of the Future to know and be able to do? Specifically, what capabilities do you want your graduates to have vis-à-vis supporting children of diverse abilities and their families? Inclusion? Diversity? • Have you identified areas in which your program is currently supporting movement toward that vision? Or areas in which it might be important to increase your efforts?	Graduate of the Future	
DECONSTRUCTION / RECONSTRUCTION	Establish the context for the course	Who takes this course? Where does it fall in the sequence of the program?		
	Describe the gist of the course	What are the major concepts or values students should take away from this course related to children of diverse abilities and inclusion? Cultural and linguistic diversity?		
	Review the course title and description	• Does the course title match the gist? • Does the course description match the gist? • Do the course title and description match the values? Do they clearly articulate the ages of children to be addressed?	Rubric	
	Review the objectives/ learning outcomes	• Do the objectives/outcomes match the gist? • Do the objectives/outcomes reflect the values? • Are the objectives/outcomes measurable? Are they reasonable?	Rubric	

The Enhancement Process

Preconstruction

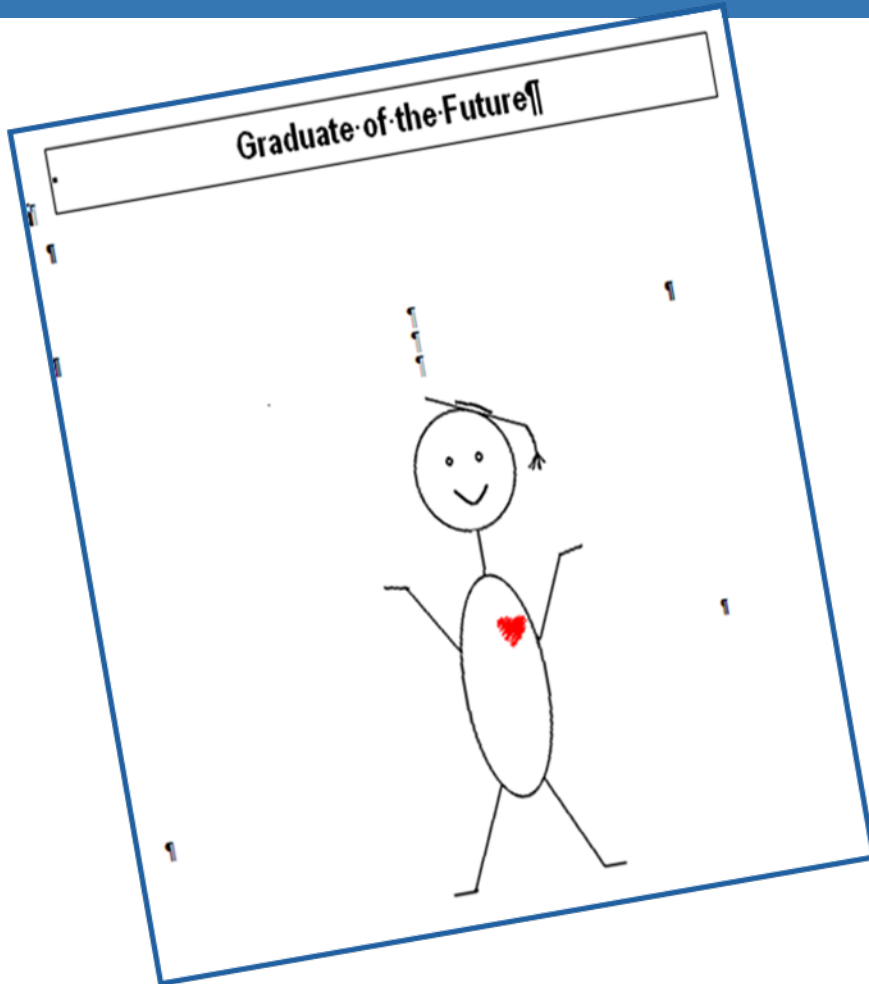Identify
partners

Establish values
and vision

Identifying Community Partners

Activity: Clarifying a Vision

Graduate of the Future

Identify the knowledge, skills, and dispositions you want your graduates to have when they leave your program

Sample Graduate of the Future

Stanly Graduate of the Future 3-12-2015

Knowledgeable about . . .
- **Observation** and assessment
- How to adapt activities for ALL children
- ITERS, ECERS & SACERS
- **DAP**
- Foundations
- Diversity
- Licensing and DCDEE regulations
- Working with families from all backgrounds
- How to appropriately communicate with families
- Trends in the field
- Brain development and toxic stress
- STEAM
- Child guidance strategies
- Typical and atypical development
- Curriculum
- Play
- Community resources & agencies that support families and children

Skilled in...
- Using **observation** and assessment appropriately
- Writing lesson plans that are tied to DAP and state early learning standards (Foundations)
- Planning
- Using STEAM
- EBP
- Using child guidance strategies appropriately
- **Including all children**
- **Working effectively with children with disabilities**
- Working with DLLs

Positive Qualities and Attributes
- **Compassionate**
- Committed
- **Strong work ethics (NAEYC code)**
- Love for the children / Child friendly
- Reflective
- Respectful
- Eager
- Approachable
- Desire to teach
- **Creative**
- **Professional (appearance / attitude)**
- Ask questions
- **Has soft skills**
- Well-informed passion for the profession

Collaborative
- Actively involved in the community
- Customer service
- Embrace diversity
- Comfortable working with families
- Culturally competent
- Reciprocal relationships

Lifelong Learner
- **Desire to learn –** continuous education to sculpt teaching skills
- Willing to embrace new strategies to meet diverse needs
- **Teachable and open to change**

Communication
- Good listener
- Articulate in written and verbal communication
- Able to communicate effectively and with respect to families particularly around difficult issues

Movers and Shakers
- Inspires curiosity in children
- Has wisdom
- Advocate for ECE, young children and their families
- Innovative
- Facilitator of problem solving

Characteristics that were mentioned multiple times are listed **in bold.**

Deconstruction in Progress

Deconstructing/reconstructing courses

- Overview of Course

- Course Description

- Student Learning Outcomes (SLOs)

- Assignments

- Required Materials/Texts

- Course schedule/outline

Assignment	Student Learning Outcomes					
	1	2	3	4	5	6
1-						
2-						
3-						
4-						

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Intentional Assignments

- Make sure that every component of the course syllabus is aligned and consistent with goals and objectives of the course

- Be specific about course assignments—make sure that they reflect the course goals and objectives

- Instead of adding new goals and objectives to a course, embed EI/ECSE content into existing course components

What's the gist/context for this course?

- Who takes the course?

- Where does it fall in your sequence?

- What are the major concepts you want students to take away?

- What values do you want to underscore?

Check Your Course Assignments

Assignments				
• An emphasis related to children with disabilities and/or inclusion is articulated in the assignments.	1	2	3	
• An emphasis on evidence-based practices is articulated in the assignments.	1	2	3	
• An emphasis related to cultural and linguistic, diversity is articulated in the assignments.	1	2	3	
• Assignments provide opportunities for students to demonstrate both knowledge acquisition and knowledge application.	1	2	3	

Check Your Assignment Alignment

Check Your Assignment Alignment

Course Number/Title _____

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

Check Your Assignment-NAEYC Standards Alignment

Assignment-Student Learning Outcome-NAEYC Standards/Supportive Skills Alignment Chart

Course Number/Title _____

Assignment	Alignment with Student Learning Outcomes for Course								What does the assignment measure?		NAEYC Standards and Key Elements																					Supportive Skills				
											1			2			3				4				5			6									
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application	A	B	C	A	B	C	A	B	C	D	A	B	C	D	A	B	C	A	B	C	D	E	1	2	3	4	5
1.																																					
2.																																					
3.																																					
4.																																					
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Check Your Intentionality

Check Your Intentionality

Course/Presentation: _____

Topics	Explicit and Intentional Emphasis				What will be accomplished?	
	Family Engagement	Children who are DLLs	Children with Disabilities; Inclusion	Racial/ethnic Diversity; Equity	Knowledge Acquisition	Knowledge Application
1.						
2.						
3.						
4.						
5.						
6.						

Small Group Activity

IMPACT OF SCRIPT-NC

"… from those (students) coming back to say "Wow, I am very interested, I never thought I would be interested in working with children of diverse abilities, but I am" I think that speaks loudly, that makes such a difference for us in the program. We also developed some strong relationships with the Centers for Exceptional Children, so that they asked for our students to come there, we started teaching classes over there, and having classes in the center, so it has made a difference."

Faculty Experience with SCRIPT-NC

What has the process been like for your program?

What difference has it made for faculty? For students?

What advice would you give someone who is embarking on the program enhancement process?

Results: Faculty Change (n=19)

Statement		Current Level of Knowledge	Current Level of Emphasis in the Courses You Teach	Current Level of Knowledge of Where to Access Resources	Current Level of Comfort of Teaching
		Mean (SD)			
Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE).	Pre	3.24 (0.90)	2.81 (0.66)	3.24 (0.83)	3.06 (1.0)
	Post	4.00 (0.79)	3.75 (0.78)	3.94 (0.83)	4.00 (0.89)
	t-test	4.75***	6.54***	3.77**	5.51***
Implementing instructional strategies to support early development and learning or academic achievement for children of diverse abilities.	Pre	3.71 (0.77)	3.25 (0.78)	3.50 (0.73)	3.53 (0.80)
	Post	4.35 (0.61)	4.19 (0.54)	4.06 (0.68)	4.18 (0.64)
	t-test	3.40**	4.39**	2.52*	3.10**
Systematically embedding individualized intervention strategies into daily routines and activities of children with diverse abilities (e.g., environmental modifications, peer support).	Pre	3.24 (0.90)	2.81 (0.83)	3.29 (0.92)	3.13 (0.89)
	Post	4.00 (0.94)	3.88 (0.62)	3.82 (0.64)	4.19 (0.54)
	t-test	2.89*	4.26**	n.s.	4.26**

Results: Students' Familiarity with Terms

Term	Time Point	Current Level of Familiarity
Evidence-based practice	Pre	2.75 (1.1)
	Post	3.33 (1.2)
	t-test	4.7***
Early intervention	Pre	3.27 (1.1)
	Post	3.91 (0.99)
	t-test	5.3***
Embedding individualized intervention strategies (e.g., environmental modifications, peer support)	Pre	2.90 (1.2)
	Post	3.65 (1.1)
	t-test	6.0***
Augmentative or assistive technology	Pre	2.57 (1.2)
	Post	3.36 (1.1)
	t-test	6.3***

Students' Perceived Knowledge in EI / ECSE Content

Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE).	Pre	3.03 (1.2)
	Post	3.72 (1.1)
	t-test	5.4***
Implementing intervention strategies to support the social-emotional and behavioral development of children of diverse abilities.	Pre	3.50 (1.23)
	Post	4.17 (0.90)
	t-test	5.3***
Systematically embedding individualized intervention strategies into daily routines and activities of children with diverse abilities (e.g., environmental modifications, peer support).	Pre	3.14 (1.20)
	Post	3.90 (1.0)
	t-test	6.0***
Using a range of augmentative or assistive technology to enhance children's development and access to natural learning opportunities.	Pre	3.19 (1.29)
	Post	4.06 (1.0)
	t-test	6.4***

All of the revised syllabi reviewed included an emphasis on inclusion, diversity, and evidence-based practices

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Rubric for Assessing Community College Syllabi

Element	Indicators	Extent the Syllabus Reflects Indicator			Notes
		None	Some	Significantly	
Texts, Readings, Resources	• An emphasis related to children with disabilities and/or inclusion is articulated in the texts, readings, and resources.	1	2	**3**	
	• An emphasis on evidence-based practices is articulated in the texts, readings, and resources.	1	**2**	3	
	• An emphasis related to cultural and linguistic, diversity is articulated in the texts, readings, and resources.	1	**2**	3	
Assignments	• An emphasis related to children with disabilities and/or inclusion is articulated in the assignments.	1	2	**3**	
	• An emphasis on evidence-based practices is articulated in the assignments.	1	**2**	3	
	• An emphasis related to cultural and linguistic, diversity is articulated in the assignments.	**1**	2	3	
	• Assignments provide opportunities for students to demonstrate both knowledge acquisition and knowledge application.	1	2	**3**	

SCRIPT-NC 2012 http://scriptnc.fpg.unc.edu

2

Statewide Impact: Support Race-to-the-Top in NC

Reviewed and provided feedback on over 120 early childhood syllabi from 24 NC community colleges

Course descriptions and student learning outcomes for NC's 11 core early childhood courses were revised to intentionally incorporate inclusion and diversity.

Questions

Using Resources Differently

Simon was adopted at birth by his moms, Julie whom Simon calls mama and Kathy whom Simon calls mommy. Simon is on the autism spectrum, a diagnosis that was made when he was 18 months old.

In PreK, Simon received early childhood special education services at his inclusive child care program. With great support from his teachers, therapists, and family, Simon made significant progress.

In Kindergarten, Simon's teachers report that he excels in all academic areas. His teachers and family both identify outdoor play as Simon's favorite activity. After time to run, jump, and climb, Simon is reported to return to the classroom calmer and more ready to learn.

In interactions with adults, Simon often avoids eye contact. His responses in social interactions with adults are often curt and inconsistent. When there are changes in the classroom routines or other unexplained occurrences, Simon's teachers report that he becomes agitated and angry.

Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn't know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

At school, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy. His teachers report that he doesn't have any friends yet and hasn't mastered the concepts of sharing or turn taking.

Element 1: Motor Development and Coordination

Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.

Younger Preschoolers (36-48 months)	Older Preschoolers (48-60 months)
1. Feed themselves using utensils independently 2. Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads) 3. Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects)	1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle) 2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)

Head Start Early Learning Outcomes Framework: Ages Birth to Five

Preschooler Perceptual, Motor, and Physical Development Sub-Domains

| Gross Motor | Fine Motor | Health, Safety, and Nutrition |

Goals for Sub-Domain: Fine Motor

Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

Developmental Progression		Indicators
36 to 48 Months	**48 to 60 Months**	**By 60 Months**
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	• Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.

https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five

What are some naturally-occurring routines or opportunities to build Jake's fine motor AND social-emotional development in his preschool setting?

Vermont Personas Alignment Chart

Individual diversity **Racial/ethnic diversity** **Language diversity**

Child	Age	Descriptors	Family Configuration	AL	SE	GR	LA	LI	CR	MA	SC	SS
Abby	Infant (0-12 mos)	Multiple, significant allergies	Mother, father incarcerated			X	X					
Piper	Younger toddler (9-18 mos)	Down syndrome; receiving early intervention services	Young mother and father						X			
Qasim	Older toddler (18-36 mos)	Refugee; family speaks only Arabic; very curious, interested in how things work; bad dreams from trauma of journey from Syria	Father, mother, sister	X	X		X	X		X	X	
Soyul	Younger preschooler (36-48 mos)	Spoke Korean exclusively at home before arriving at pre-school; loves books, stories	Father, mother		X		X	X				
Jake	Older preschooler (48-60 mos)	IEP for fine motor and social-emotional; loves cars, trucks, & trains	Father, mother has intellectual challenges, grandparents		X	X	X					
Simon	Kindergartner (5-6 years)	On the autism spectrum; African-American; loves outdoor play	Two mothers, adopted		X		X					
Rose	1st grader (6-7 years)	Williams Syndrome; IEP for multiple services; visual learner; loves music	Mother, father, brother	X		X	X	X				
Marisol	2nd grader (7-8 years)	Dual Language Learner (Spanish); Specific Language Impairment – receptive & expressive	Mother, father				X	X		X		X
Montgomery	3rd grader (8-9 years)	African-American; collaborative learner; loves cooking; strong in math	Father killed in Iraq, mother, sister, grandparents	X	X					X		

https://eclkc.ohs.acf.hhs.gov/video/creative-adventure

https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa

Resources

SCRIPT-NC http://scriptnc.fpg.unc.edu/

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Landing Pads

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
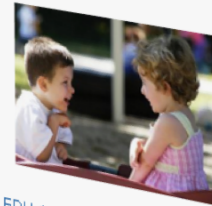
EDU 119: Introduction to Early Childhood

EDU 151: Creative Activities

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

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Connect Modules
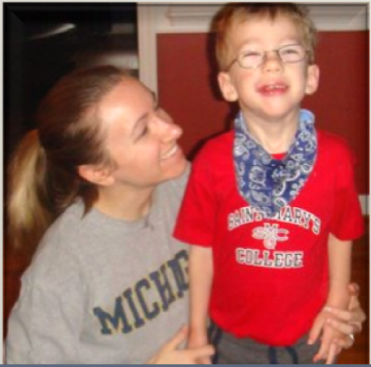
Module 1: Embedded Interventions

Module 2: Transition

Module 3: Communication for Collaboration

Module 4: Family-Professional Partnerships

Module 5: Assistive Technology Interventions

Module 6: Dialogic Reading

Module 7: Tiered Instruction (Social emotional development & Academic learning)

https://rpm.fpg.unc.edu/

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Early Childhood National Centers

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Disabilities Services Newsletter

May 2018 | Issue No. 14

Using Assistive Technology to Support Children

Assistive technology encompasses a wide range of low- and high-tech items and special equipment used to support children's participation in everyday activities. These range from simple modifications of everyday items helpful for all children to specialized devices designed specifically for children with disabilities. Assistive technology increases children's access to chances for learning and social development. This is particularly important for children with disabilities or suspected delays. In this issue, learn more about using assistive technology for supporting children at home and in the classroom.

Read About It

Joe eagerly runs to the art center and looks at the paint, scissors, paper, and glue spread out across the table. Joe and his friends have just heard a story about buses and he wants to make a picture of a bus. Joe brings lots of energy and enthusiasm to whatever he does, and he has some delays around attending to activities and using fine motor skills. These factors can make art projects challenging for him. Joe's teacher, Ms. Kim, recently worked with her program's disabilities services coordinator to come up with modifications to art materials so Joe can manipulate them more easily. They adapted some of the art equipment and ordered special scissors that would make cutting easier for Joe and for his friends! Ms. Kim showed Joe how to use the new scissors and he happily started cutting out pieces for a bus.

Explore resources Ms. Kim and the disabilities services coordinator can use to learn how assistive technology and special equipment supports children's learning and development.

https://eclkc.ohs.acf.hhs.gov/children-disabilities/newsletter/disabilities-services-newsletters

Baby Talk: Resources to Support the People Who Work with Infants and Toddlers

Issue No. 85   June 2018

Can Babies Do More With Less?
"*Imagine not offering babies any toys until they find their hands for play,*" writes Deb Curtis in this fascinating article. Read on to learn about an approach used by the Pikler Institute in Hungary, where they have documented over 75 ways that babies learn to use their hands for play. If you want to learn about alternatives to toys that beep, rattle, and flash, read on at http://www.communityplaythings.com/resources/articles/2018/seeing-children-do-more-with-less Thanks to Community Playthings for making this article available!

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May 2018

FACULTY FINDS

Culturally Responsive Teaching: A Promising Approach – But "Evidence-Based"?
This provocative article by Jenny Muñiz highlights the importance of evidence-based practices in the early childhood field. The author then goes on to discuss the growing priority for culturally responsive teaching and raises the question of whether we actually have a solid research base on which to implement culturally responsive teaching practices. This article could be a great way to stimulate thinking about this topic. Consider holding a debate – live or online – about whether or not there is an evidentiary basis for implementing culturally responsive teaching. Or ask students to read the article and to write about their views on the topic.

https://www.newamerica.org/education-policy/edcentral/culturally-responsive-teaching-promising-approach-evidence-based/

7 Characteristics and 6 Tools that Support Meaningful Feedback
Which feedback practices are validated by research, and how do your

http://www.ascd.org/ascd-express/vol13/1309-ntuli.aspx

Talk to presenters

Questions and Next Steps

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THANK YOU!

LIFE HAS NO REMOTE. GET UP AND CHANGE IT YOURSELF!