SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

Community College Retreat PPT
2013

UNC
FPG Child Development Institute
IDEAs that Work
Welcome and Introductions
Overview of Early Childhood Program
Objectives

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

2. Partner with community college faculty and supervising teachers to coordinate practica placements in high-poverty, inclusive settings.
## Objective 2: Practica Site Inventory

### Forsyth Technical Community College

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Type of Program (EHS, Child Care, Pre-K, etc.)</th>
<th>Ages Served</th>
<th>Children with disabilities served?</th>
<th>Are there inclusive classrooms?</th>
<th>Children living in poverty?</th>
<th>Is there cultural diversity?</th>
<th>Is there linguistic diversity?</th>
<th>Is the site rated?</th>
<th>What is the star rating?</th>
<th>Is the site NAEYC accredited?</th>
<th>Corresponding Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>[List EHS, Head Start, CC, Pre-K, etc.]</td>
<td>List range</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>Y/N</td>
<td>List star rating</td>
<td>Y/N</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Practica Site Inventory

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Objectives

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

Identifying PD Needs

Program Inventory

Needs Assessment

Course Redesign

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

Cohort 1

Cohort 2

Ongoing PD for Cohorts 1 and 2

Statewide Dissemination

Year 1  Year 2  Year 3  Year 4
Building on NC’s Track Record

- History of commitment to excellence and diversity (e.g., CIP, IMPACT, etc.);
- All EC associate degree programs have the same 11 core courses; and
- EC community college faculty meet bi-annually for PD
What does this mean for you?
Retreat Resources and More
Available at:

http://scriptnc.fpg.unc.edu/
Coming to Terms
Evidence-Based Practice is......

identifying specific research-based practices that have been validated through a rigorous review process.

A decision-making process that integrates the best available research evidence with family & professional wisdom & values.

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006.

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005.
Two Components of Evidence-Based Professional Development

The PD **content** focuses on specific research-based teaching and intervening practices.

The PD **delivery** focuses on evidence-based methods for building practitioners’ knowledge and application of evidence-based practices.

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**UNC FPG CHILD DEVELOPMENT INSTITUTE**
The focus of SCRIPT-NC is on …

- Children birth to five
- Meeting the unique needs of children of varying abilities in least restrictive environments
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities1 and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a tension against previous educational practices of separating and segregating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.2

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.3 However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high-quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high-quality inclusive programs. In addition, this document offers recommendations for how families, practitioners, administrators, policy makers, and others to improve early childhood services.

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NAEYC
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Phone 202-232-6777 Fax 202-232-7427
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1
2
3

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Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.
Access
Inclusion can benefit children with and without disabilities, particularly regarding social competence with peers².
Song of Our Children\textsuperscript{3}
What do we mean by meeting the unique needs of children who are culturally and linguistically diverse?
Nearly half (47%) of the nation’s children younger than five are a “minority⁴"
One out of every 45 – or approximately 1.6 million – American children go to sleep without a home of their own each year.\(^5\)
Before entering kindergarten, the average cognitive scores of preschool-age children in the highest socioeconomic are 60% above the average scores of children in the lowest socioeconomic group. 6

Disparities in child outcomes between poor, at-risk, and more advantaged children are evident in cognitive, social, behavioral, and health outcomes as early as 9 months and grow larger by 24 months of age. 7
Nearly seven out of every 1,000 pre-kindergarteners are expelled each year—an estimated 5,117 preschoolers in all. The rate is 3.2 times higher than the national expulsion rate for children in grades K-12. 

Boys are expelled 4.5 times more than girls; and African-Americans are twice as likely to be expelled as Latino and Caucasian children.
Engage Families to Help Children Succeed

- Higher preschool performance and promotion to next grade\textsuperscript{10,11}
- More positive engagement with peers, adults, and learning\textsuperscript{12}
- Buffers negative impact of poverty on academic and behavioral outcomes\textsuperscript{13}
High-quality, culturally responsive early learning environments are critical to closing the achievement gap between children living in poverty, especially children of color, and their peers.⁹
An effective teacher can have a stronger influence on student achievement than poverty, language background, class size, and minority status.
The Crosswalks Model$^{15, 16}$
Areas of Targeted Change

Program Practices

Coursework

Experiences

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The Crosswalks Model

- Needs assessment and planning process to identify strengths, challenges and changes in program coursework, experiences and practices

- Resources and professional development to support targeted changes

- Ongoing evaluation to support continuous improvement

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“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....
The key components of professional development include:

a) characteristics and contexts of the learners (i.e., the “who”);

b) content (i.e., the “what” of professional development); and

c) organization and facilitation of learning experiences (i.e., the “how”).
Using familiar resources in more explicit ways
Objective 3

Resources

Approved Course Description

EDU 144: Child Development and Learning (birth – 36 months)

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains, and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

This Landing Pad provides resources that can be incorporated into EDU 144, Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse.

Child Development and Learning (birth – 36 months): EDU 144

Click on "More Resources" to find additional resources in each category.

Basics


- Published by Zero to Three, this chapter provides information on typical and atypical development.
- Additional resources, activities, and assignments are available on the accompanying CD.

Just the Facts Ma'am


- This chapter presents the DEC-recommended practices on child-focused practices and gives useful examples for implementation.

Read All About It


- This document presents a brief overview of the brain and its development. It also suggests ways in which caregivers can nurture the child's brain development.
Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC)

Working to better prepare early childhood educators.

Nationally there is a pressing need to improve the quality of the early childhood workforce.

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

SCRIPT-NC:

- Partners with select North Carolina community colleges to enhance coursework and practica experiences in early childhood programs by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.
- Provides support for community college faculty and professional development providers through the dissemination of resources, webinars, and other professional development opportunities.

For more information contact us at: SCRIPTNC@unc.edu
Resources for Faculty

Course Landing Pads
Locate 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 144: Child Development and Learning (Birth - 36 months)
- EDU 146: Social-Emotional Development/Child Guidance
- EDU 131: Child, Family, and Community
- EDU 119: Introduction to Early Childhood

Presentations
- PPT Professional Development Day: CONNECT Modules, Assistive Technology and Dialogic Reading
- PPT for Webinar on EDU 119: Introduction to Early Childhood Education and EDU 131: Child, Family, and Community
CONNECT Modules$^{20}$: Practice-focused approach

Research-Based Practices

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Innovation: An Approach for Incorporating EBP into PD

5-Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions

- Step 1: Dilemma
- Step 2: Question
- Step 3: Evidence
- Step 4: Decision
- Step 5: Evaluation

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Available 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)
Inclusive Classroom Profile

The Inclusive Classroom Profile (ICP) (Soukakou, 2010) was developed in response to a lack of validated instruments designed specifically to measure the quality of inclusive practices. Find out more about the ICP and access a report of preliminary validation findings: The Inclusive Classroom Profile

Evidence-Based Practices to Support Inclusion

Locate resources to support inclusion through the use of evidence-based practices organized into 4 sections: Why Do It? (the evidence-base), Read About It (books, chapters, and articles), See For Yourself (videos and demonstrations), and Find It Online (websites with additional resources). Quality Inclusive Practices: Resources and Landing Pads
Questions
Graduate of the Future
BRCC EC Program Inventory
Syllabus
Deconstruction in Progress
Next steps and Evaluation
A small thank you gift

natural resource

Baby Talk: Resources to support the people who work with infants and toddlers

Issue No. 8 January 2012

Selecting Toys that Support Infant and Toddler Learning and Development

Interested in how infant and toddler caregivers can create healthy attachments to the children in their settings? Using Toys to Support Infant-Toddler Learning and Development by Gabriel Guyton is an article that highlights ways in which teachers who are knowledgeable about child development and play can intentionally select toys that meet young children’s unique needs and interests and support learning.
SCRIPT-NC wants to support your collective capability
THANK YOU!
Please complete evaluation and leave it on your table.