

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Community College Retreat PPT  
2013



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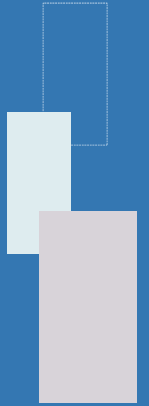
# Welcome and Introductions



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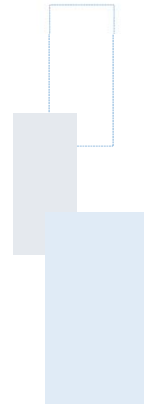
# Overview of Early Childhood Program

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# 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



Practica Site Inventory

Forsyth Technical Community College

Name of Site	Type of Program (EHS, Child Care, pre-K, etc.)	Ages Served	Children with disabilities served?	Are there inclusive classrooms?	Children living in poverty?	Is there cultural diversity?	Is there linguistic diversity?	Is the site state rated? What is the star rating?	Is the site NAEYC accredited?	Corresponding Courses								
										List star rating	Y/N	1	1	1	1	2	2	2
	List EHS, HdSt, CC, Pre-K, etc.	List range	Y/N	Y/N	Y/N	Y/N	Y/N		Y/N	1	1	1	1	1	2	2	2	2
										1	3	4	4	4	2	8	8	
										9	1	4	5	6	1	0	4	

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



# Objectives

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





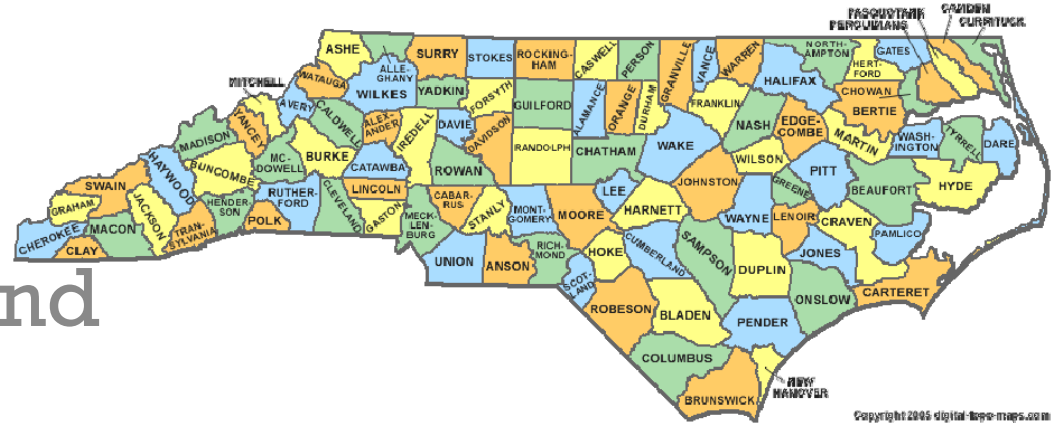
# Objective 3

# Identifying PD Needs

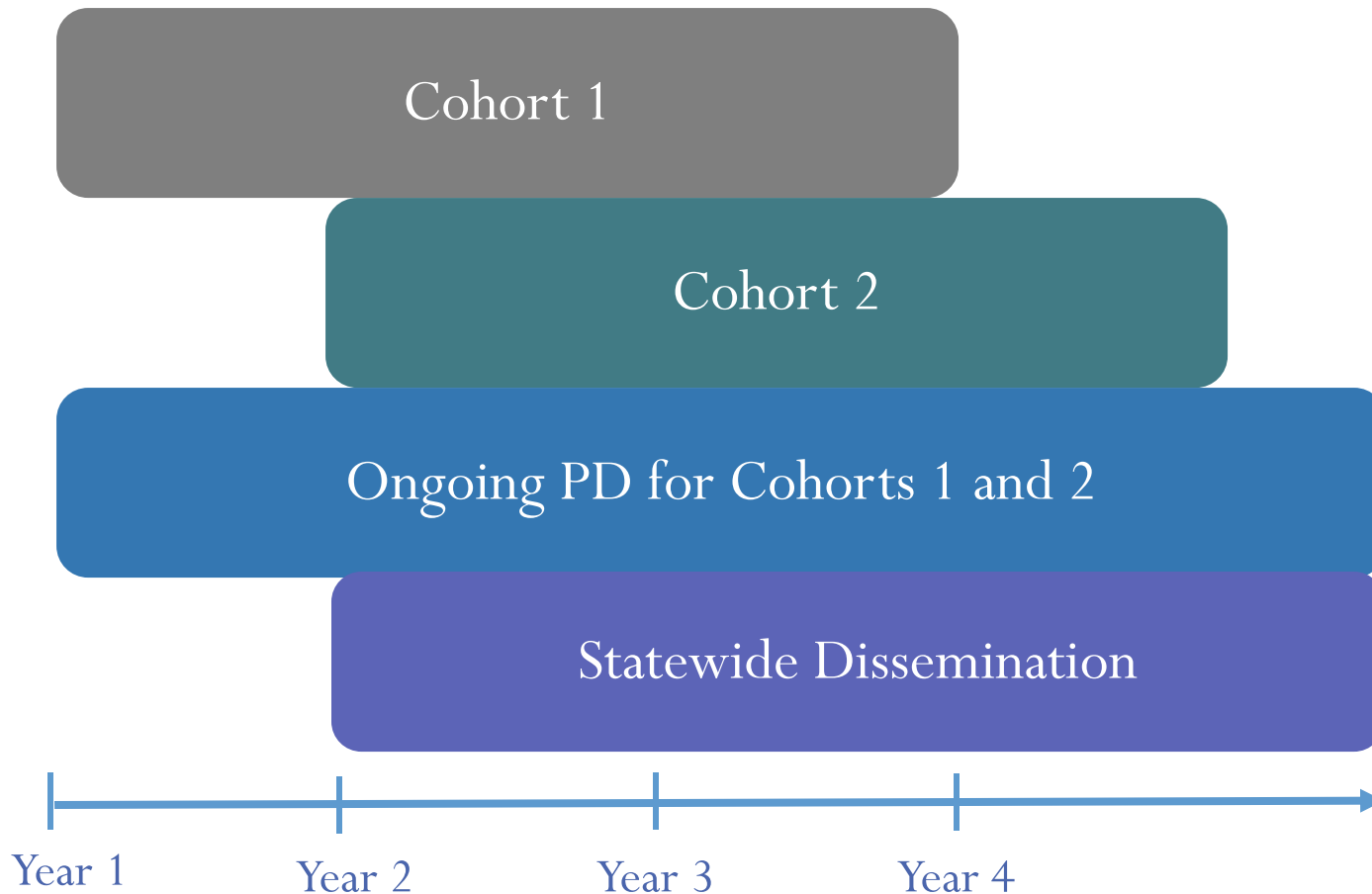


# Objectives

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



# 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?

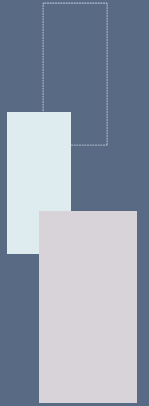


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# Retreat Resources and More Available at:

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

# Coming to Terms



# Evidence-Based Practice is.....

**identifying** **A decision-making**  
**specific** **process** that  
**research-based** **integrates** the best  
**practices** with family & professional  
wisdom & values  
that have  
been validated through a  
rigorous review process

Buyse & Wesley, 2006; Buyse, 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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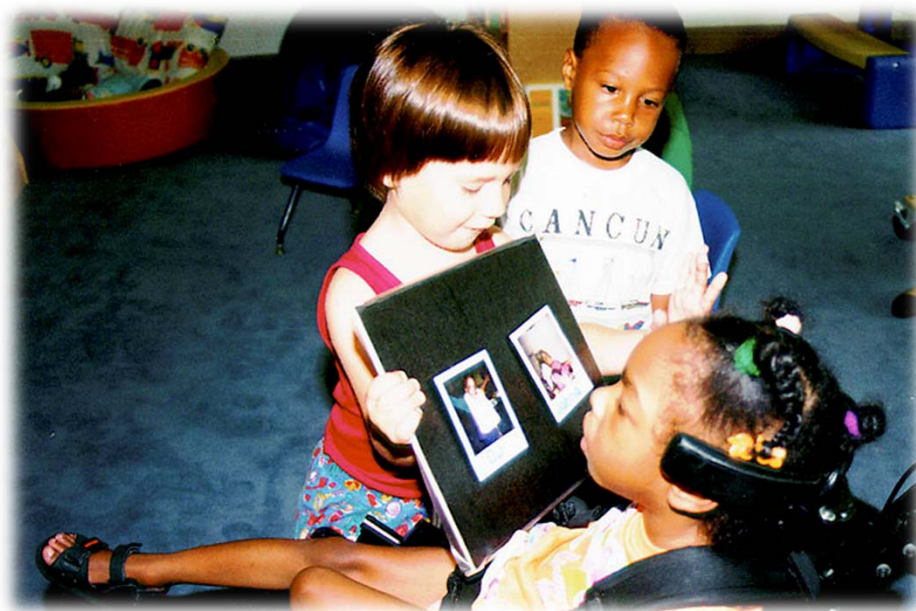


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# The focus of SCRIPT-NC is on ...

- Children birth to five
- Meeting the unique needs of children of varying abilities in least restrictive environments



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# Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC<sup>1</sup>



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# Definition



**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.**

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# Access

  
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# Participation



  
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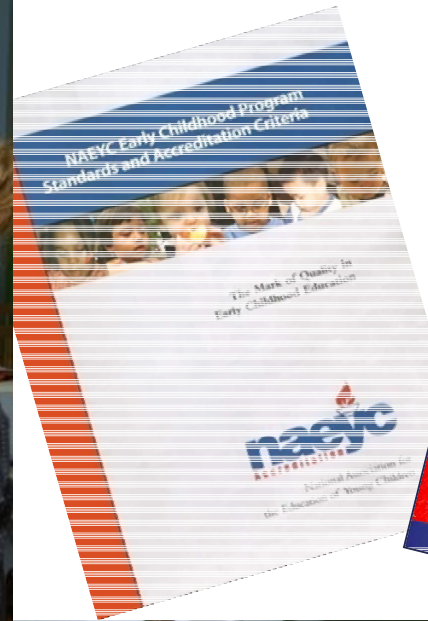
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# Supports



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**Inclusion can benefit children with and without disabilities, particularly regarding social competence with peers<sup>2</sup>.**



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# Song of Our Children<sup>3</sup>



  
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# What do we mean by meeting the unique needs of children who are culturally and linguistically diverse?



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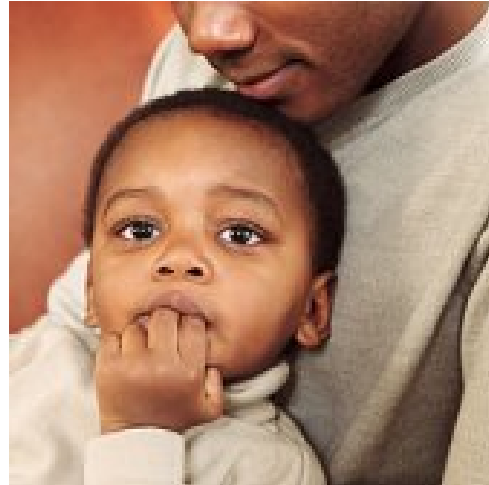
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**Nearly half (47%)  
of the nation's  
children younger  
than five are a  
“minority”<sup>4</sup>**



  
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**One out of every  
45 – or  
approximately  
1.6 million –  
American  
children go to  
sleep without a  
home of their  
own each year<sup>5</sup>**



  
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**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. <sup>6</sup>**

**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. <sup>7</sup>**

  
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**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. <sup>8</sup>**

**Boys are expelled 4.5 times more than girls; and African-Americans are twice as likely to be expelled as Latino and Caucasian children. <sup>8</sup>**



  
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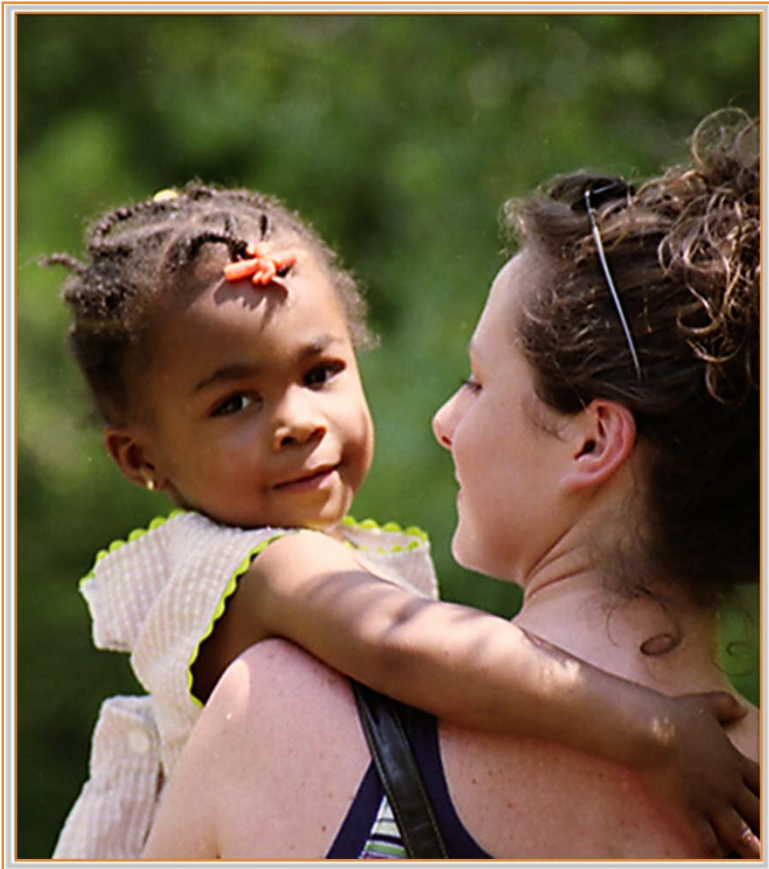




## **Engage Families to Help Children Succeed**

- Higher preschool performance and promotion to next grade <sup>10,11</sup>
- More positive engagement with peers, adults, and learning<sup>12</sup>
- Buffers negative impact of poverty on academic and behavioral outcomes<sup>13</sup>

**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.<sup>9</sup>**



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**An effective teacher can have a stronger influence on student achievement than poverty, language background, class size, and minority status <sup>14</sup>**





  
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# The Crosswalks Model<sup>15, 16</sup>



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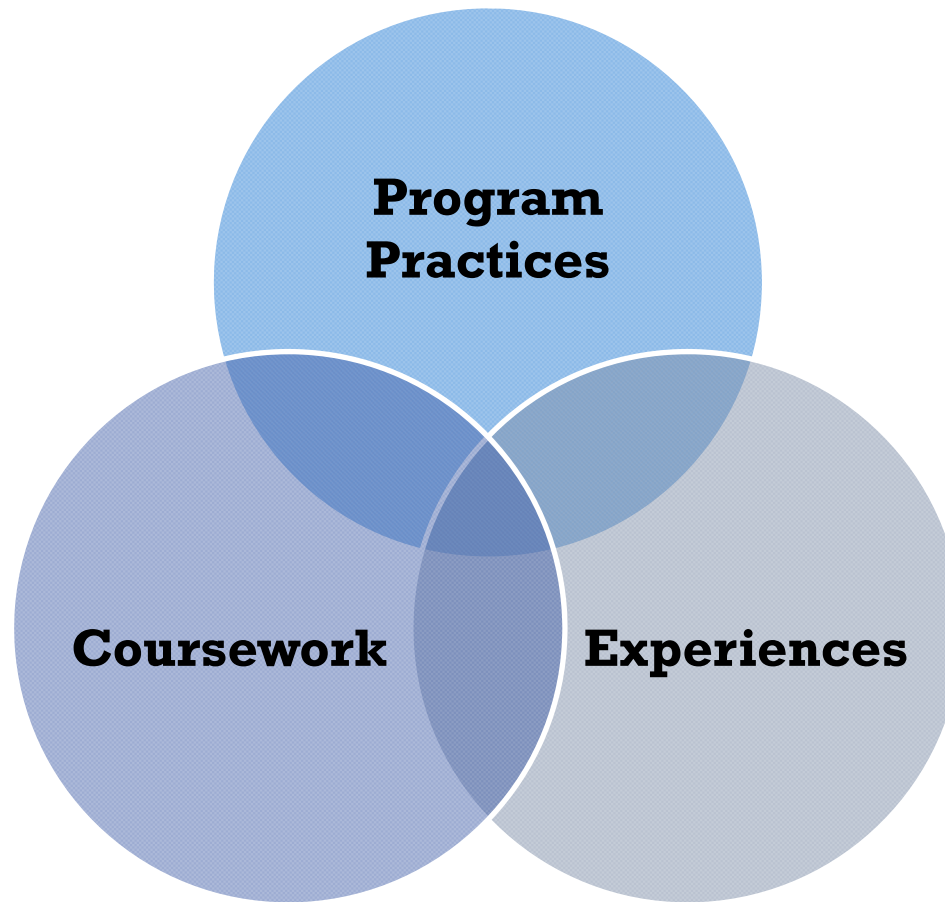
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# Areas of Targeted Change



  
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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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# NPDCI Definition of Professional Development<sup>17</sup>

***“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.....*”**



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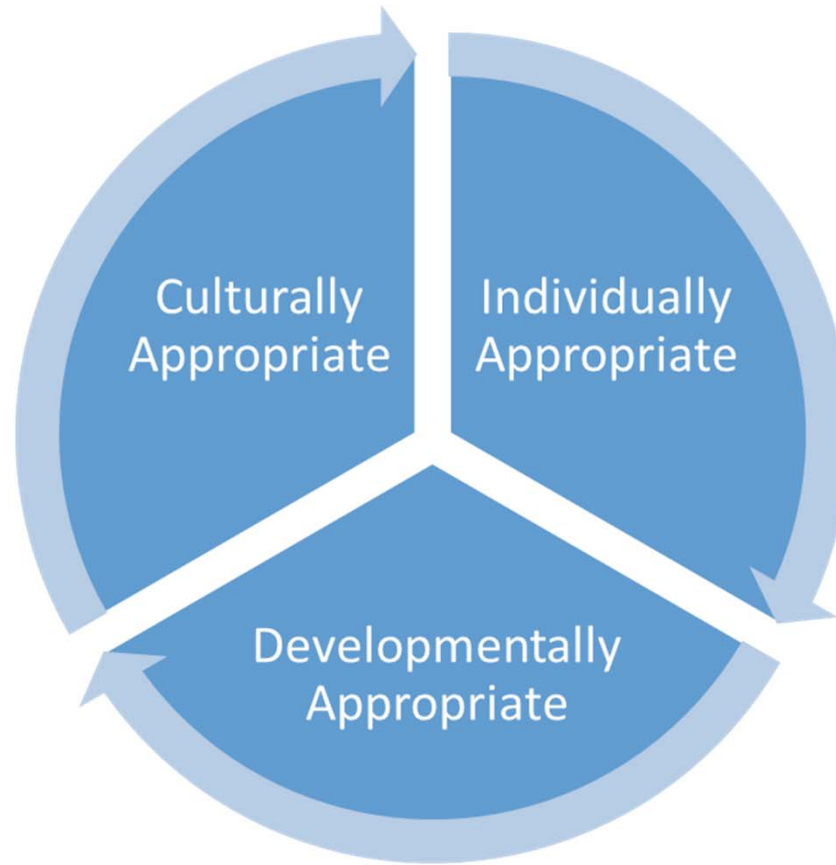
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## Definition (continued)

*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<sup>18</sup>



# Objective 3

# Resources

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

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

**Basics**

Stayton, V.D., & Miller, P.S. (2009). Typical and atypical development. In P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources*. Washington, DC: Zero to Three.

- 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.

[More Resources](#)

**Just the Facts Ma'am**

(2005). DEC recommended practices: Child focused practices. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean, *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education* (pgs. 71-106). Missoula, MT: DEC.

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

[More Resources](#)

**Read All About It**

Brain Development <http://www.ces.ncsu.edu/depts/fcs/pdfs/FCS-481.pdf>

- 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.

**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.

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## 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](mailto:SCRIPTNC@unc.edu)

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## 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](#)

  
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# CONNECT Modules<sup>20</sup>: Practice-focused approach



  
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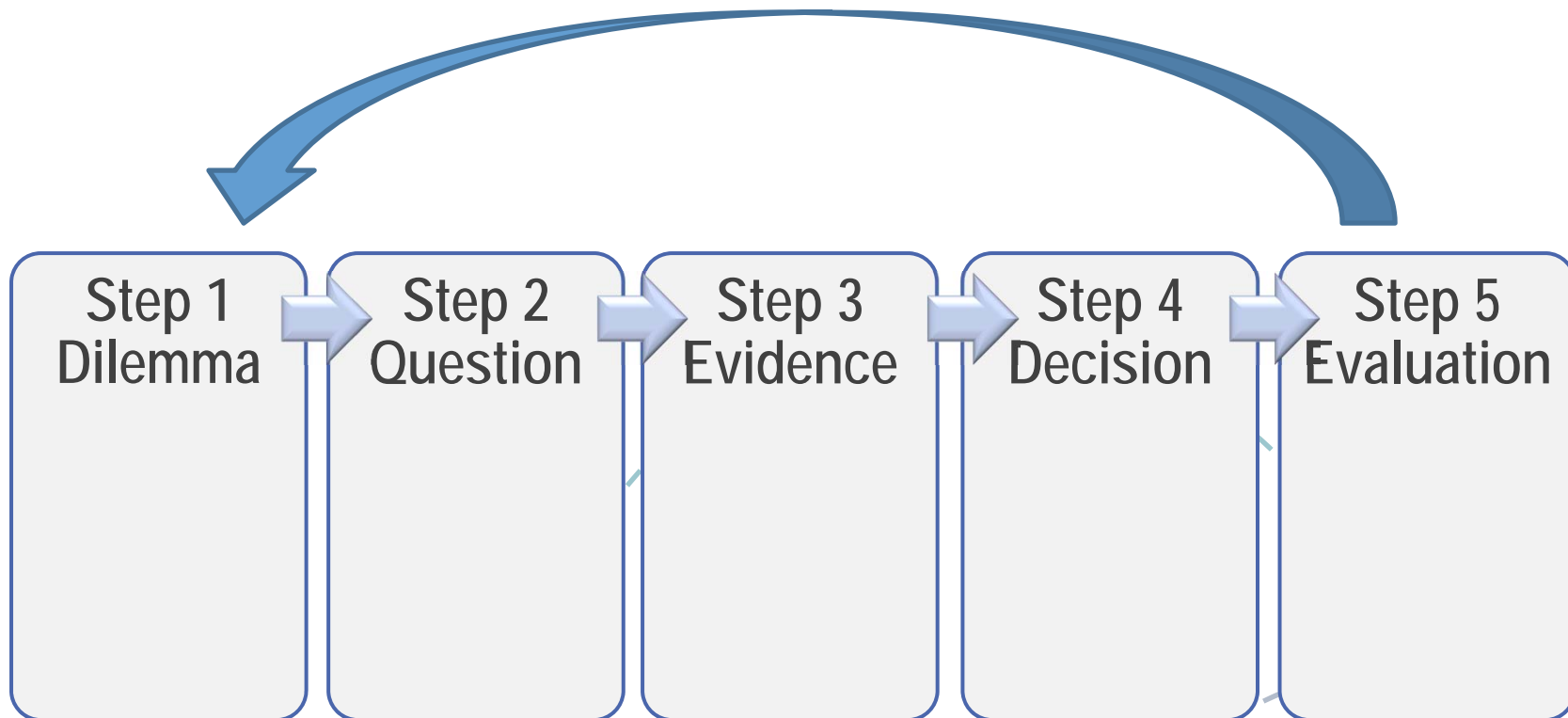
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# Innovation: An Approach for Incorporating EBP into PD



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

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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)**

# EBP THAT SUPPORT INCLUSION<sup>21</sup>



NPDCI

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- Resources
- News
- Blogs & Discussion

## Featured Resources

### 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



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**Graduate of the  
Future**

# BRCC EC Program Inventory



  
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**Syllabus  
Deconstruction in  
Progress**

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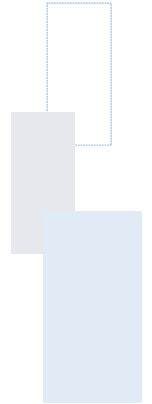
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# Next steps and Evaluation



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# 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.

  
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# SCRIPT-NC wants to support your collective capability



  
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**THANK  
YOU!  
Please  
complete  
evaluation  
and leave it  
on your  
table.**

  
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