

SCRIPT-NC Webinar: Shifting Blackboards: Supports for Emergency Online Teaching, Adjusting Assignments, and Rethinking Field Experiences
Content Resources

Source	What's There?	URL
SCRIPT-NC website	<ul style="list-style-type: none"> • Course Specific Resources for each of 12 commonly-taught early childhood courses (e.g., ideas for assignments, activities, content, etc.) • Resource search - Annotated collection of free, downloadable resources is searchable by topic, resource type, type of diversity, etc. 	<ul style="list-style-type: none"> • https://scriptnc.fpg.unc.edu/resources • https://scriptnc.fpg.unc.edu/resource-search
Toolkit annotated collections	16 annotated collections of free resources (evidence, print, audiovisual, and online sources) on domains of development and key early childhood topics (e.g., family engagement, culture/diversity/equity, inclusion)	https://fpg.unc.edu/presentations/toolkit
EarlyEdU Media, Modules and More EarlyEdU Courses	<ul style="list-style-type: none"> • Highlights Webinar Series - Archived webinars are available on multiple topics (e.g., December 2019's webinar focused on teaching a course on infant mental health) • Professional Development Resources – Each heading will connect you to multiple resources. For example, click on Engaging Interactions and Environments to access “15-minute in-service suites” (e.g., presenter notes, activities, PowerPoints, videos) on topics like fostering connections, following children’s lead, stating behavioral expectations, etc. • Courses and Modules - Free access to early childhood foundational and practice-based course materials • Multimedia Resources/Media Library- Visit to search for videos and professional development packages or to curate your own video collection. <p>To access the EarlyEdU Media Library:</p> <ol style="list-style-type: none"> 1. Click here to access the EarlyEdU Media Library. 2. Answer the questions about cookies and analytics. 3. Click on the word <i>Register</i> and complete the registration process. 4. The EarlyEdU team will activate your account within 72 business hours, and a confirmation email will be sent from WebDAM. 5. Review the quick-start guides for tips on using the media library. 6. Start searching the library for resources! 	<ul style="list-style-type: none"> • https://www.earlyedualliance.org/media-modules-and-more/#modules • https://www.earlyedualliance.org/media-modules-and-more/#modules • https://www.earlyedualliance.org/
Personas	Personas are short snapshots of individual children, which provide information about the configuration of the child’s family, offer insights about the child’s likes or interests, and share information about the child as a learner. There are three sets of personas available: infant/toddler, preschool, and K-Grade 3. The children reflect different learning needs: children who are dual language learners, have identified disabilities, live in challenging conditions, have experienced trauma, and are racially/ethnically/culturally diverse.	SCRIPT-NC website https://scriptnc.fpg.unc.edu/shifting-blackboards

Modules and Multimedia Content

Topic	What's There?	URL
Social & emotional development: Infant/Toddler Training Modules	This 4-module set includes a PowerPoint presentation, handouts, videos, instructor script, etc. English and Spanish.	http://csefel.vanderbilt.edu/resources/training_infant.html
Social & emotional development: Preschool Training Modules	This 4-module set includes a PowerPoint presentation, handouts, videos, instructor script, etc. English and Spanish.	http://csefel.vanderbilt.edu/resources/training_preschool.html
EarlyEdU modules	Modules are available to the public on five topics: emotional literacy, building skills in two languages, using interactive media in early learning, mindfulness, and family engagement. Resources include presentations, presenter notes, learning activities, videos, and other resources.	https://www.earlyedualliance.org/media-modules-and-more/#modules
CONNECT	CONNECT modules are free practice-focused instructional resources for faculty and other professional development providers. They are organized around a 5-Step Learning Cycle™ for making evidence-based decisions about practice dilemmas. Each module includes best available research, activities, handouts, videos, dilemmas, and more. Modules are available in English and Spanish on seven topics: embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology interventions, dialogic reading practices, and tiered instruction.	https://www.connectmodules.decsped.org/connect-modules/learners/
Recommended Practice Modules	These free interactive, multimedia modules can be easily accessed, downloaded, and embedded in your coursework and professional development sessions. Each module contains several lessons. You are free to embed only the content you need and are not obligated to include a module in its entirety. There are accompanying instructor supports and learning guides that assist you in easily using the modules within your current coursework and professional development sessions.	https://rpm.fpg.unc.edu/
15-minute in-service suites	The 15-minute In-service Suites on the Head Start ECLKC website are a professional development for childcare staff, topics include: Engaging Interactions and Environments, Highly Individualized Teaching and Learning, Ongoing Child Assessment, and Implementing Research-Based Curriculum and Teaching Practices. Each Suites comes complete with a variety resources including handouts, planning tools and a PPT with video demonstrations.	https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites

Reframing Assignments and Activities

Topic	Alternative		Resources
<p>Moving from an in-person presentation to a virtual presentation</p>	<p>Synchronous Presentations</p> <ul style="list-style-type: none"> Zoom - Each presenter can share their slides. No need to download additional software. Skype - Similar to Zoom but each participant needs to have the latest software. <p>LMS specific tools:</p> <ul style="list-style-type: none"> Canvas - use Conferences BlackBoard - use Collaborate Sakai - use External tools (see above) 	<p>Asynchronous presentations</p> <ul style="list-style-type: none"> VidGrid - very flexible! Record only part of the screen, use webcam, move webcam. VoiceThread - add text comments, video comments to PowerPoint slides PowerPoint - use narration feature. <p>LMS specific tools:</p> <ul style="list-style-type: none"> Canvas – Discussion Board BlackBoard – Discussions Sakai – Forums 	<p>Canvas Help for Conferences and Discussion Board https://community.canvaslms.com/docs/DOC-12687-415241306 https://community.canvaslms.com/docs/DOC-13016-4152724374 Blackboard Help for Collaborate and Discussions https://help.blackboard.com/Blackboard_Instructor/Collaborate https://help.blackboard.com/Blackboard_Instructor/Discussions Sakai Help for Forums https://sakaitutorials.unc.edu/?Forums Zoom https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen Skype https://support.skype.com/en/faq/FA34895/screen-sharing-in-skype VidGrid https://app.vidgrid.com/view/q0ESpGV4P63n/?sr=FyM7VemEioOU&autoplay=1 VoiceThread https://voicethread.com/howto/creating-a-new-voicethread-2/ Screencast O Matic https://screencast-o-matic.com/</p> <p>Recording Device Guidelines and Instructions https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO5_Video_Recording_Guide.pdf Peer Feedback and Review https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6_PeerFeedback_corp-reflect-guide.pdf https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6a_PeerOverviewcorp-guide.docx</p>
<p>Alternative to demonstrating an aspect of intervention for a child on the autism spectrum</p>	<p>What if your institution does not have any of these paid subscriptions? Here's an option for conducting FREE virtual presentations:</p> <ul style="list-style-type: none"> Students can create slides using Google Slides Students can screen record their presentation (under 15 minutes) using ScreenCast O Matic <ul style="list-style-type: none"> Shift to evidence-based practices for supporting children with ASD Select the persona of a child on the spectrum whom you will be supporting Identify and learn about evidence-based practices for supporting children on the spectrum; select a practice that would be appropriate for the age and character of your personal Building on the interests of the child, develop the plan for an activity to support language and social-emotional development for the child and peers, using the evidence-based practice. Include description of the duration, materials, sequence, and follow-up to the activity. Consider also how that evidence-based practice might be used to support the child's success in daily activities at home. 		<p>Personas: Toddler: Everly, Tyler Preschool: Taylor Early Elementary: Simon</p> <p>AFIRM Modules https://afirm.fpg.unc.edu/afirm-modules</p>

Reframing Assignments and Activities (continued)

Topic	Alternative	Resources
<p>Child case study, observing a child over time</p>	<p>Example 1: Using a series of videos of a child as a stand-in for classroom observation: Students watch the series of videos that include Draco participating in routine classroom activities. While observing, students would consider practices they could use to facilitate Draco’s communication, social, and cognitive skills. The entire set is just under 30 minutes long, and it would be recommended students watch each video multiple times to develop a better understanding of Draco’s strengths and challenges.</p> <ul style="list-style-type: none"> · The Three Little Pigs (5:44) · Draco and Friends Playing with Legos (2:50) · Draco and Friends at a Restaurant (3:39) · Draco and Jessie Playing with Trains (5:55) · Draco's Transition to Group Time (4:01) · Devin and Draco Going Fishing (2:46) · Wyatt and Draco Playing at the Table (2:50) 	<p>Results Matter Video Library - Practicing Observation, Documentation and Assessment Skills, Draco videos: https://www.cde.state.co.us/resultsmatter/rmvideoseriest_practicingobservation2</p>
	<p>Example 2 – Luke from CONNECT Module 1 Learn about Luke: Students can review Video 1.2: The family’s viewpoint and Handout 1.7: Luke’s IEP to learn more about Luke. Students can also learn about how Luke’s daily routines, activities and interests were considered when the IEP team was developing goals for him (see home and program assessment worksheets).</p> <p>Observations in the classroom and home: Students can then watch a series of videos of Luke participating in everyday routines and activities in the classroom and at home. Similar to Draco, while observing, students would consider practices they could use to facilitate Luke’s communication, social, and cognitive skills.</p> <p>Additional information: Students can review how activities have been developed to help Luke reach his IEP goals at home (see home child activity matrix) and they may want to review the two videos of Luke at home again.</p>	<p>Video 1.2: The family’s viewpoint https://www.connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-1-2/</p> <p>Handout 1.7: Luke’s Individualized Education Program (IEP) https://www.connectmodules.dec-sp.ed.org/wp-content/uploads/2019/04/DECHandout-1.7-Lukes-Individualized-Education-Program-IEP.pdf</p> <p>Handout 1.8: Home Assessment Worksheet https://www.connectmodules.dec-sp.ed.org/wp-content/uploads/2019/04/DECHandout-1.8-Home-Assessment-Worksheet.pdf</p> <p>Handout 1.9: Program Assessment Worksheet https://www.connectmodules.dec-sp.ed.org/wp-content/uploads/2019/04/DECHandout-1.9-Program-Assessment-Worksheet.pdf</p> <p>Handout 1.10: Assessment Worksheet (blank) https://www.connectmodules.dec-sp.ed.org/wp-content/uploads/2019/04/DECHandout-1.10-Blank-Assessment-Worksheet.pdf</p>

Video 1.10: Routine in a program – water play
<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-10/>

Video 1.19: Routine in a program – singing with friends
<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-19/>

Video 1.20: Routine in a program – eating lunch
<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-20/>

Video 1.8: Routine in the community – going to the store
<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-8/>

Video 1.15: Routine at home – playing Mr. Potato Head®
<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-15/>

Handout 1.11: Home Child Activity Matrix
<https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-1.11-Home-child-activity-matrix.pdf>

Handout 1.13: Home Child Activity Matrix with Assessment Notes
<https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-1.13-Home-child-activity-matrix-with-assessment-notes.pdf>

Handout 1.12: Child Activity Matrix (blank)
<https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-1.12-Blank-child-activity-matrix.pdf>

Handout 1.14: Observation Form
<https://www.connectmodules.dec-sped.org/wp-content/uploads/2019/04/DECHandout-1.14-Observation-Form.pdf>

Reframing Assignments and Activities (continued)

Topic	Alternative	Resources
Using a checklist to summarize where a child is developmentally	<ul style="list-style-type: none"> ○ Select a persona ○ Review your state early learning guidelines/standards to see where one might expect a child of Trey/Luke’s age to be in terms of fine motor and social-emotional development ○ Identify prerequisite skills ○ Develop plans for how to promote both fine motor and social emotional through classroom and home routines 	Personas: Trey (toddler) or Luke (preschool)
Conducting a family interview re: strengths and challenges of a child	<p>Part 1: Building partnerships with families</p> <ul style="list-style-type: none"> ○ Students begin by learning how to have effective conversations with families using videos and a checklist from CONNECT Module 4: Family-Professional Partnerships. ○ Students watch one of two sets of videos demonstrating conversations with a family at three stages of relationship building (beginning, middle and firm). While watching, they complete the checklist for each of the three stages of conversations to help them focus in on key points of relationship building. ○ The “Libby and Kim” and “Maggie and Latesha” videos are located under the “Evidence” tab 	<p>CONNECT Module 4: Family-Professional Partnerships: https://www.connectmodules.dec-sp.ed.org/connect-modules/learners/module-4/ CONNECT Module 4 videos: https://www.connectmodules.dec-sp.ed.org/connect-modules/learners/module-4/#1542184048078-46ac412b-8b4655d2-006bbe08-72a5 Handout 4.2: Partnership-Oriented Practices: Observation Checklist https://www.connectmodules.dec-sp.ed.org/wp-content/uploads/2019/04/DECHandout-4-2.pdf</p>

Assets of bilingualism; 2 nd language acquisition, supporting children who are DLLs	<p>Assets of bilingualism</p> <p>Process of second language acquisition</p> <p>Supporting a young child who is a dual language learner</p>	<p>Supports for Children who are DLLs https://eclkc.ohs.acf.hhs.gov/culture-language/article/families-support-their-children-who-are-dual-language-learners https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= Use evidence-based practices in Toolkit section on DLLs to support Infant/toddler: Gabrielle, Pablito, Qasim Preschool: Jamil, Ramon Early Elementary: Marisol</p>
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Reframing Assignments and Activities (continued)

Topic	Alternative	Resources
<p>I give up!!! It can't be done online!!!</p>	<p>Independent study</p> <ul style="list-style-type: none"> • Provide a list of topics, self-reflection tool, or set of competencies • Ask students to identify an area in which they feel less confident and competent • Ask students to complete a study of that topic. Share the Toolkit resource collections from page one of this handout with them. • Require students to share documentation of their independent study: <ul style="list-style-type: none"> ○ Summarize the essential content by created a bulleted handout of 10 key facts about the topic with the evidence sources for each fact ○ List 5 current, evidence-based websites that offer content on this topic ○ Submit a 1-2 page paper summarizing what you've learned and how you will use that information to support children and families • Create a central repository in which students may share this documentation with each other 	<p>Reflection tool for the NAEYC position on equity https://scriptnc.fpg.unc.edu/shifting-blackboards https://fpg.unc.edu/presentations/toolkit</p> <p>Independent study more useful than contact hours, study finds article https://www.tcs.cam.ac.uk/independent-study-more-useful-than-contact-hours-study-finds/</p>

Video Sources - Long Videos (10+ minutes)

Topic	What's There?	URL
Toddler classroom	Evidence-based teaching practices that support young children's social emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video so viewers can easily navigate to specific segments.	https://vimeo.com/180297918
Preschool classroom		https://vimeo.com/180313975
Preschool classroom	A variety of indoor and outdoor activities are depicting in this inclusive Head Start classroom. A version without the voiceover, created with Edpuzzle is at https://edpuzzle.com/media/5e72c1620ac2e63edfedb16d	https://www.youtube.com/watch?v=P8XfjDrAoaA&t=437s
Preschool classroom	This video includes a focus on preschool classroom room arrangement, schedules and routines, classroom management and rules, and building classroom community (18 minutes, voiceover)	https://www.youtube.com/watch?v=bIDMnUVbm8g
Kindergarten	Developmentally appropriate practices for 5-6 year-olds, narrated by Dorothy Strickland. Part 2 https://www.youtube.com/watch?v=hPZV-2XhkdI focuses on environments, and Part 3 looks at classroom schedules and transitions (https://www.youtube.com/watch?v=hTaNRZhRPgk) Narrated segments are 10 minutes each.	https://www.youtube.com/watch?v=eFGqNpZojtY
Multiple preschool, child care, Kindergarten and other classroom videos for observation	https://www.bing.com/videos/search?q=Preschool+Classroom+Observation&&view=detail&mid=41BE0B41A98056F98B4741BE0B41A98056F98B47&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPreschool%2BClassroom%2BObservation%26FORM%3DVMHRS	

Video Sources - Short Videos (10+ minutes)

Preschool / toddler interactions	Results Matter Video Library - Practicing Observation, Documentation and Assessment Skills: a collection of short videos of individual or groups of children, including children with disabilities, participating in daily classroom activities that demonstrate a range of skills (e.g., social, communication, manipulation).	https://www.cde.state.co.us/resultsmatter/rmvideoseris_practicingobservation2
CONNECT modules	Each of the seven CONNECT modules has easily downloadable videos. Topics are embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology interventions, dialogic reading practices, and tiered instruction. All videos are available in the CONNECT Resource Library where you can select by module topic, resource type, age group, and other features.	https://www.connectmodules.dec-sped.org/connect-modules/resources/
EarlyEdU	Visit Multimedia Resources/Media Library to search for videos and professional development packages or to curate your own video collection on multiple early childhood topics.	https://www.earlyedualliance.org/

Online Teaching Tools and Techniques

Topic/Source	What's There?	URL
Large group – small group - individual	Use peer review and feedback structures from Kathleen Artman Meeker	https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6_PeerFeedback_corp-reflect-guide.pdf https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/HO6a_PeerOverviewcorp-guide.docx
Online teaching toolkit (ACUE)	Managing online presence; organizing online course; planning and facilitating discussions; recording effective micro-lectures; engaging students in readings and micro-lectures	https://acue.org/online-teaching-toolkit/?mc_cid=8ed289f195&mc_eid=c71079a32f#sec1
Best Practices in Online Instruction (SCRIPT-NC)	Archived webinar, PowerPoints, and handouts on how to develop and deliver content, support interaction including small group activities, promote reflection, and manage assignments	https://scriptnc.fpg.unc.edu/best-practices-online-instruction
More Than Cool Apps & Games	Archived webinar and PowerPoints highlight a variety of tools and techniques for supporting effective online learning.	https://scriptnc.fpg.unc.edu/more-cool-apps-and-games-powerpoint-slides-archived-recording
Facilitating online meetings	Tips on being both thoughtful and effective as a facilitator of online conversations from Beth Truzansky.	https://buildingbrightfutures.org/facilitation-tips-for-virtual-meetings/
Zoom	Videoconferencing with real-time messaging and content sharing. Currently, free to use (Zoom has lifted the 40-minute limit free usage and also made attendance tracker free). You can also use break out rooms for small group work. Online resources and tutorials on using different zoom features are at https://www.bing.com/videos/search?q=how+to+use+zoom&qv=how+to+use+zoom&FORM=VDRE	https://zoom.us
EdPuzzle	Make any web video into a teaching tool with quizzes, narration, cropping, and accountability features. You can also upload your own video.	https://edpuzzle.com/
Bubbl.us	This is a tool to create mind maps – geographical representations of ideas and concepts.	https://bubbl.us
Go Conqr	GoConqr is a social learning platform with learning tools and an active community	https://www.goconqr.com/en/mind-maps/
Factile	Use this site to generate jeopardy-style classroom quiz review games that you can play from computer, table, or phone.	https://www.playfactile.com
FlipGrid	Free for educators, learners and families. Use this to provide digital office hours, as a platform for student presentations or project-based learning. Students can share their ideas, presentations, etc. via short videos.	https://info.flipgrid.com

Supports for learners who are dual language learners	<ul style="list-style-type: none"> • PDF documents (accessibility for read aloud, vocabulary support – dictionary, thesaurus) • Google Translate App (text, audio, and visual translation) • YouTube and other video apps – allow for visual representation of information, captioning 	https://acrobat.adobe.com https://translate.google.com https://youtube.com
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