

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Assignment Makeovers Webinar

April 2, 2019

2:00 pm – 3:00 pm EST



**UNC**  
FPG CHILD DEVELOPMENT INSTITUTE





# Welcome & Introductions

# Meet the SCRIPT-NC Team



Chih-Ing Lim



Tracey West



Toni Miguel



Camille Catlett

# SCRIPT-NC Webinars

## emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- resources that are **readily available and free**



Supporting Change and Reform in Preservice Teaching in North Carolina

# Landing Pads

Introduction to Early Childhood



Children with Exceptionalities



Educational Technology



Child Development (conception through age 8)



Social-Emotional Development/Child Guidance



Child, Family, and Community



Language and Literacy



Creative Activities



Health, Safety, and Nutrition



Early Childhood Capstone Practice



Infants, Toddlers, and Twos



A woman and a child looking at a tablet together.

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



Supporting Change and Reform in Preservice Teaching in North Carolina



# Logistics

Questions?

Comments?



USE THE CHAT BOX



Remember to mute your audio



# Type in the Chat Box



What state or  
territory are  
you joining us  
from today?

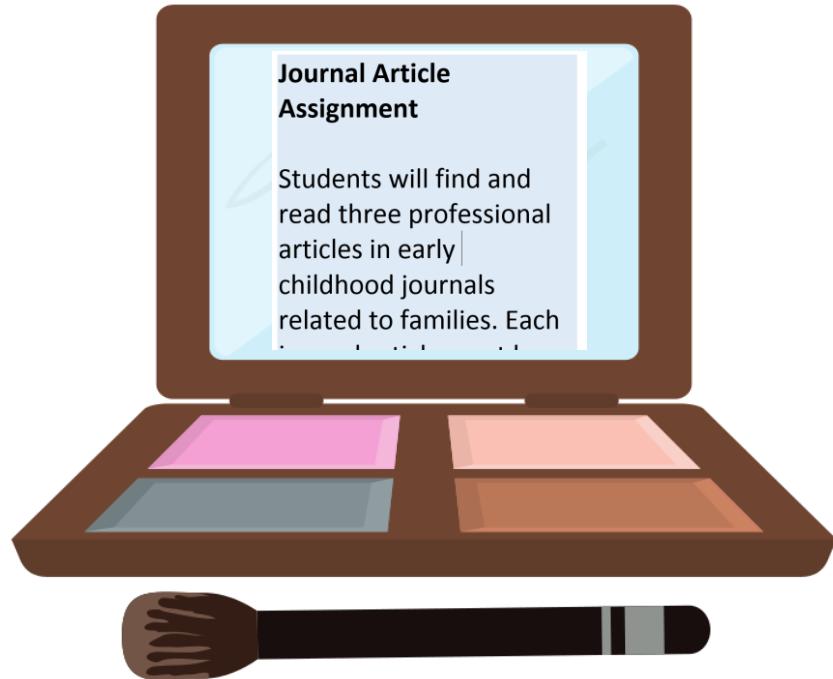
# A Brief Review

## 2016 Assignment Makeovers Webinar

### 1. Qualities of Good Assignments

### 2. Context for the Assignment

### 3. Makeover Examples

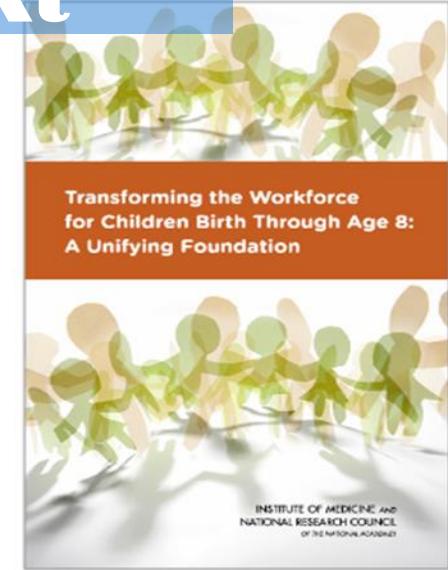


**All handouts and PowerPoints are available on the  
SCRIPT-NC website**

# Evolving National Context

## Transforming the Workforce for Children Birth Through Age 8

A Unifying Foundation



*To strengthen higher education, the report calls for high-quality training programs . . . that foster a shared fundamental knowledge base and competencies to support child development for professionals in all sectors who work with young children*

A photograph of Meghan Markle, the Duchess of Sussex, in a yellow dress. She is gesturing with her hands while speaking, looking towards the left of the frame. The background is blurred, showing what appears to be a library or bookstore with shelves of books. The image is set against a dark, semi-transparent diagonal band.

**Power to  
the  
Profession**

# DRAFT Professional Standards and Competencies for Early Childhood Educators



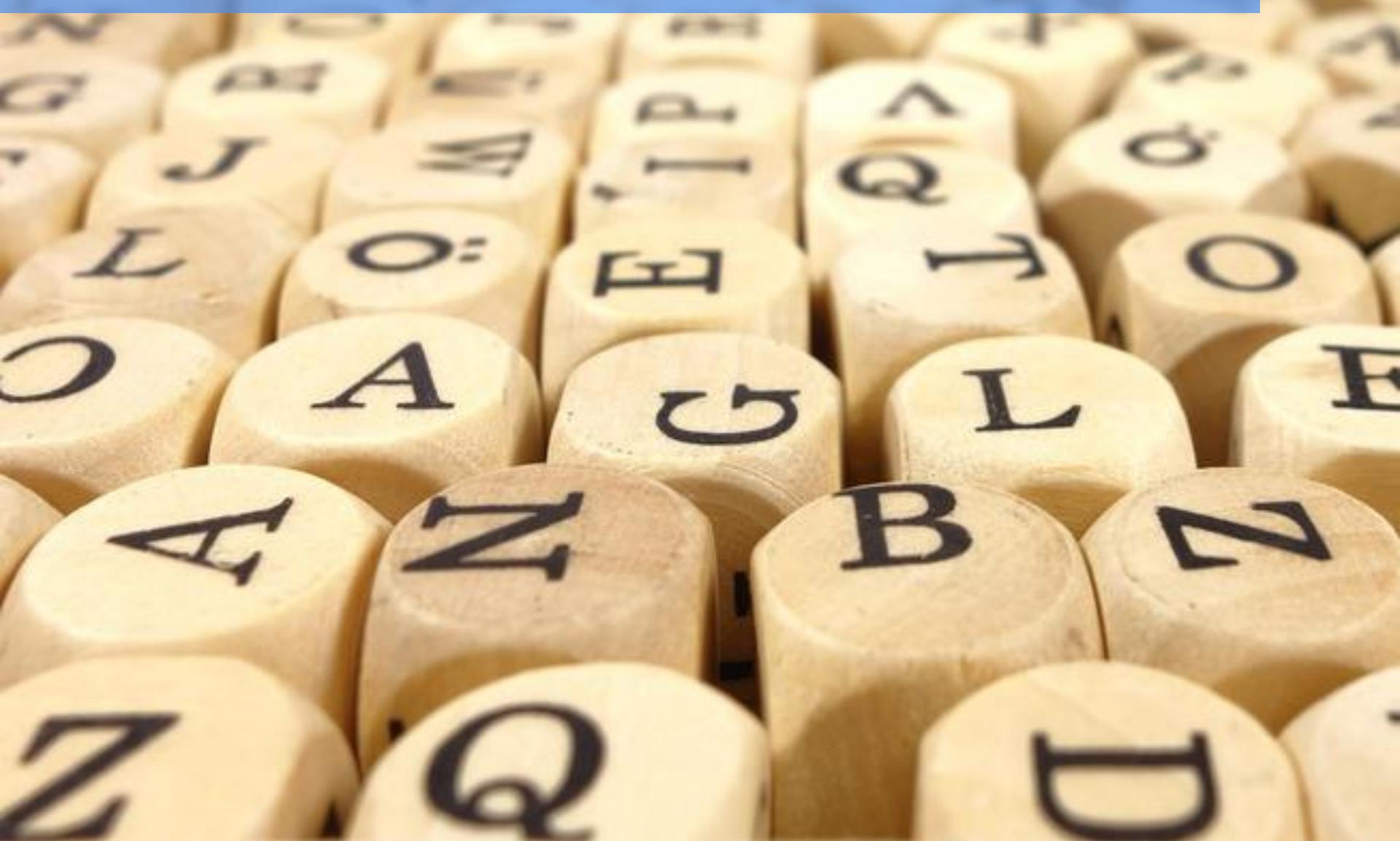
- Focus on the individual early childhood educator rather than on preparation programs
- Address potential missing elements identified in the *Transforming the Workforce* report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners and integrating technology in curricula
- Consider competencies from sister organizations (e.g., Council for Exceptional Children, DEC Recommended Practices, Council for Professional Recognition - Child Development Associate (CDA) Competency Standards)
- Elevate inclusion, diversity and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues

# REVISED DRAFT NAEYC Position Statement: Advancing Equity in Early Childhood Education



All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. As a result, all early childhood educators have a professional obligation to advance equity. They can do this best when they, the early learning settings in which they work, and their wider communities embrace diversity and inclusivity as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

# Definitions



# Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

## A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

### Early Childhood Inclusion

**T**oday 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 disabilities<sup>1</sup> 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 reaction against previous educational practices of separating and isolating 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.<sup>2</sup> 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.<sup>3</sup> 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 the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.

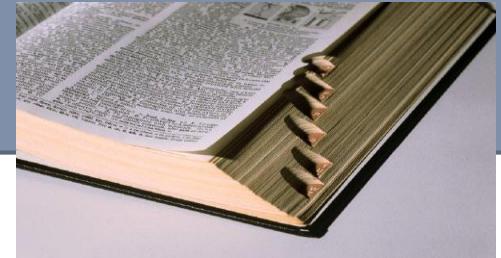


Division for Early Childhood of the  
Council for Exceptional Children  
27 Fort Missoula Road | Missoula, MT 59804  
Phone 406.543.0872 | Fax 406.543.0887  
Email dec@dec-sped.org | Web www.dec-sped.org



National Association for the Education of Young Children  
1509 16th Street NW | Washington, DC 20036-1426  
Phone 202.232.8777 Toll-Free 800.424.2460 | Fax 202.328.1846  
Email naeyc@naeyc.org | Web www.naeyc.org

# 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.

# Definition of Professional Development

*“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.....*



Source: National Professional Development Center on Inclusion (NPDCI)

# 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”**)."**

# 2019: From *I Know It* to *I Can Show It*

## 1. The Evolving National Context

## 2. Definitions to Support Our Work

## 3. Makeovers

- **Adjust outcomes**
- **Add explicit emphasis**
- **Alignment**
- **Delivery format**



# Journal Article Assignment

Time to Practice!



# Journal Article Assignment Process

Read the assignment and instructions

Consider:

*[If your name begins with letters A-H]*

What is the purpose of the assignment?

*[If your name begins with letters I-P]*

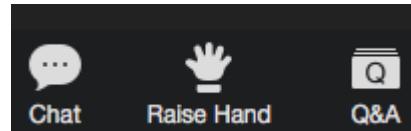
How could it be enhanced to more specifically include children with disabilities and children who are culturally and linguistically diverse?

*[If your name begins with letters R-Z]*

How could you adapt the assignment so it requires students to apply what they have learned?

How to respond in Zoom:

At the bottom of the screen select Q&A



Type in your response

Type your question here...

You can also “Like” and comment on other’s responses.

My Question 01:24 PM

To learn more about child development



Comment

## Journal Article Assignment

Students will find and read three professional articles in early childhood journals related to families. Each journal article must be research-based, containing information about a study and/or research. In addition, journal articles selected for this assignment should not be more than 5 years old.

**After reading each professional journal article, write a summary of the article. The article review should:**

- Include the article citation using APA format (see examples below)

Author last name, first initial. (Year, Month Day of publication). Title of article. *Name of Periodical, Volume, issue number*, [or other ID number], Page number or range. Retrieved from URL

Example of Reference using APA guidelines:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved from <http://www.usc.edu/psych/ref>

- include a paragraph summarizing the article
- include a paragraph about the main idea of the article
- include a conclusion paragraph about the article reviewed and why you found the topic of interest to you and the early childhood profession

# Journal Article Assignment Process

Read the assignment and instructions

Consider:

*[If your name begins with letters A-H]*

What is the purpose of the assignment?

*[If your name begins with letters I-P]*

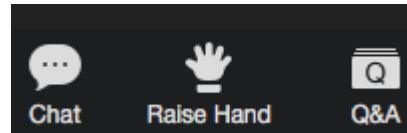
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My Question 01:24 PM

To learn more about child development



Comment

# Assignment Makeover: Adjust Outcomes



## What does the assignment measure?

Knowledge Acquisition	Knowledge Application
Reading Test Research Synthesis Presentation	Project Adapt or individualize Practice-based assignments

# Assignment Alignment Tool

## Assignment Alignment Tool + Knowledge Acquisition/Application<sup>1</sup>

Course: \_\_\_\_\_

Assignment	Alignment with Course Objectives/Learning Outcomes												What does the assignment measure?	
	1	2	3	4	5	6	7	8	9	10	11	12	Knowledge Acquisition	Knowledge Application
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														

<sup>1</sup>Adapted from Catlett, C., Maude, S. P., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*. Unpublished manuscript.

# Ready for Makeovers?



# Assignment Makeover

## ORIGINAL

Using the list of top-rated books for children provided, choose a book about diverse families that would be suitable for preschool children. Once you have read the book, evaluate the content of the children's book based on the following criteria:

- Does it provide information that would help a child understand a challenging issue?
- Would you feel comfortable using the book with children?

Prepare a review of the book to share in class including a description of the issues addressed and your evaluation of the book.





## **ORIGINAL**

Using the list of top-rated books for children provided, choose a book about diverse families that would be suitable for preschool children. Once you have read the book, evaluate the content of the children's book based on the following criteria:

- Does it provide information that would help a child understand a challenging issue?
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Prepare a review of the book to share in class including a description of the issues addressed and your evaluation of the book.

## **MAKEOVER**

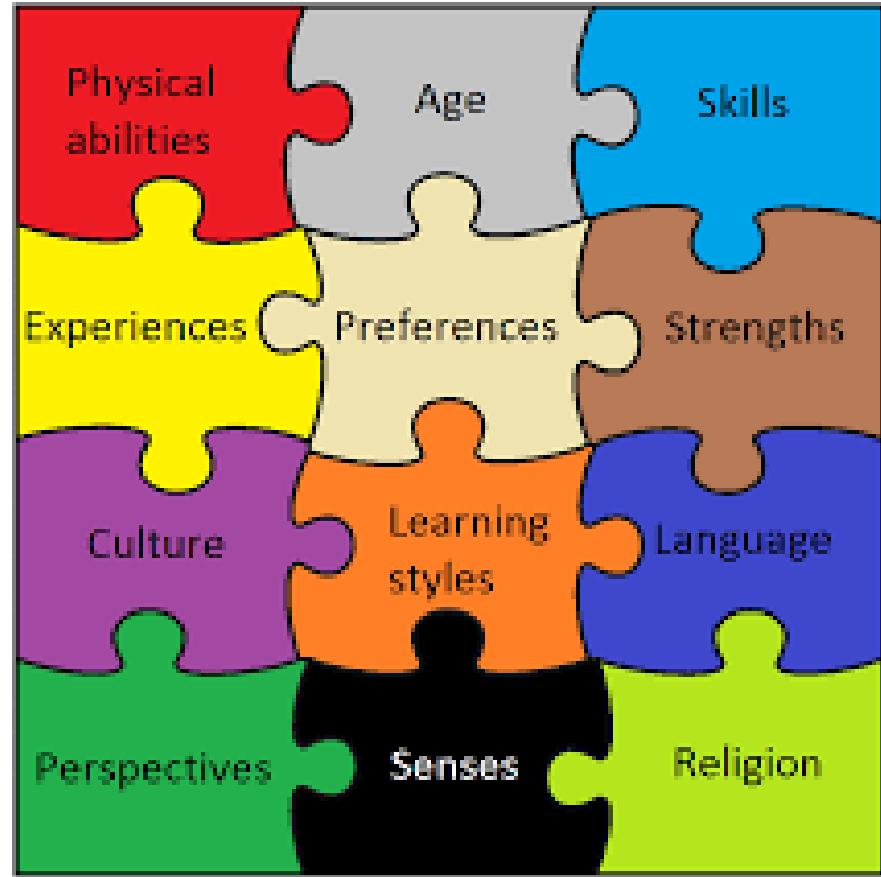
Using the book you selected, design a shared book reading activity for a diverse group of preschool children. Using what you have learned about both child development and literacy, describe

- The duration of the activity
- The sequence of the activity (what would you do first, second, third)
- Physical resources you would use (e.g., props, puppets)
- Strategies you would use for engaging each of the children
- Strategies for how to individualize for children who are dual language learners or children with brief attention spans

# Assignment Makeover

## ORIGINAL

Read an article or  
watch a video on  
Universal Design  
for Learning (UDL)





## **ORIGINAL**

Read an article or watch a video on Universal Design for Learning (UDL)

## **MAKEOVER**

Read the article or watch the video, then

- Identify five ways in which UDL is being used effectively in your community
- Identify at least two missed opportunities to use UDL effectively in your community
- Create a photo album, slide show, or PowerPoint presentation with all the examples of UDL in the community



# Assignment Makeover: Add Explicit Emphasis

## Assignment Alignment Tool + Specific Emphasis

Course: \_\_\_\_\_

Assignment	Alignment with Course Objectives/ Learning Outcomes									Specific Emphasis			
	1	2	3	4	5	6	7	8	9	<u>Dual- Language Learners</u>	Children with Disabilities	Race, Ethnicity, Culture	Building Resilience
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

# Assignment Makeover

## ORIGINAL

Refer to the state early learning guidelines for preschoolers as you design three small group activities to build fine motor skills. Use only naturally occurring or recycled materials in each of your designs.



# Use a Persona



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.



## ORIGINAL

Using our state early learning guidelines for preschoolers, design three small group activities that would build fine motor skills. Use only naturally occurring or recycled materials in each of your designs.

## MAKEOVER

Jake is one of the children in the preschool classroom. With Jake in mind, design two small group activities that would support both fine motor and social-emotional development. Use only naturally occurring or recycled materials in each of your designs.



# More About Personas

## Piper (younger toddler)

Piper is Daniel and Emily's first child. Emily became pregnant when she was a senior in high school. With help from both sets of grandparents, Daniel and Emily completed high school and have full time jobs. They both admit that they don't know much about early childhood, but are quickly learning how to support all aspects of Piper's development. They had never heard of Down syndrome before their doctor shared Piper's diagnosis with them.

Piper attends a neighborhood childcare program each day, where she receives her early intervention services. Her speech-language pathologist is working with her teacher and family to support early speech and language development.

Piper recently got glasses to correct her significant astigmatism, and everyone has commented on how much this development has supported her interest in puzzles, puppets, and motor games, like rolling a ball.



Picture of Piper,  
a younger toddler

# More About Personas



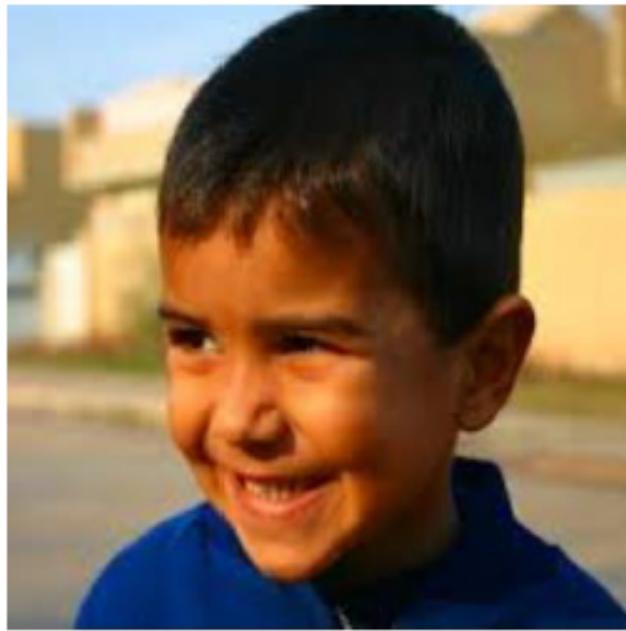
## Dusty

This energetic 2-year-old lives in the northeastern corner of the state with his grandparents, Mac and Mabel. Dusty's mom is in a residential treatment program and the whereabouts of his father are unknown.

Mac is a retired mechanic and Mabel is a homemaker; they are both in their 60s. While they were both looking forward to hunting, fishing, gardening, and canning at this phase of their life, they are instead raising a very busy and unpredictable toddler. By their own admission, neither of them is "much of a reader." Television is their primary source of information.

Dusty is up at the crack of dawn every day and wants to do whatever his "pawpaw" does, especially if that activity is noisy. Mabel describes Dusty as headstrong and stubborn, "just like his mother." When Dusty has outbursts or is destructive, Mac says he's just "ornery." They're both tired and frustrated, but also acknowledge how much they want to make sure Dusty gets a good start in life.

# More About Personas



## Qasim (older toddler)

Qasim is one member of Rutland's growing immigrant community, having arrived only recently with his mother, father, and older sister, Daba, from Syria. Qasim is two years old.

At home Qasim's family speaks Arabic, but both parents are taking English classes and are committed to become skilled in the language of their new home. Through an interpreter, Qasim's parents report that he has an extensive vocabulary and seems to be adding new words and using longer sentences, in Arabic, each day.

The journey to Rutland was a perilous one. His family has shared that Qasim sometimes has bad dreams about their journey that wake him up and require stroking, rocking, and soothing words to get him back to sleep. His family calls him a "little professor" based on the fact that he is extremely curious, quite perceptive, and very interested in how things work.

Picture of Qasim, older toddler

To support his English development and help him begin to feel at home in Vermont, his family is sending him to a nearby early childhood program each day. His teacher reports that he often seems withdrawn and quiet, but is also watching the other children to see and follow what they're doing.

# Culturally Responsive Teaching

## A 50-State Survey of Teaching Standards

Jenny Muniz      New America

- **Understanding culturally responsive teaching**
- **8 teacher competencies that promote culturally responsive teaching**
- **Using professional teaching standards to promote culturally responsive teaching**
- **Excerpts from excellent teaching standards documents**

# Culturally Responsive Teaching

## **Just over half (28%) of state teacher standards address self-knowledge**

- Analyze their cultural backgrounds and worldviews
- Recognize biases they may hold and their effect on relationships with students and families
- Recognize how common societal "isms" (e.g., racism, sexism, and classism) can influence on their own attitudes

## **CONSIDER**

- Asking students to reflect on or examine their attitudes about families before interacting with them as part of an assignment
- Consider requiring an assignment to define culturally responsive teaching at the very beginning of the semester (e.g., as a quick write). Ask students to revise that definition at the end of the semester.

# One More Persona



## Montgomery (3<sup>rd</sup> grader)

Montgomery prefers everyone to call him Monty, so it doesn't sound like he's in trouble. He lives with his mom and his younger sister, Evelyn. Monty's dad was killed in Iraq six months ago. The family has relocated to be near Monty's paternal grandparents. Stories with fathers in them seem to make Monty sad.

Monty's family places a high priority on discussing options and solutions. Their idea of how to figure something out is to talk with others, then arrive at a decision. This sometimes means that Monty is talking with other children when given an assignment instead of doing his work alone. Often when he is asked to work independently, his attention wanders.

Monty's favorite television program is Chopped and he wants to be a chef when he grows up. His mother thinks this may be connected to Monty's strong math skills, since cooking requires a good deal of measurement and the use of fractions.

Picture of Montgomery,  
a third grader



## **ORIGINAL**

Develop three activities for teaching new, age appropriate science concepts that incorporate the interests of the children and will capture/hold their attention.



## **MAKEOVER**

Monty is one of the children in the 3<sup>rd</sup> grade class. Develop three activities for teaching new, age appropriate science concepts that incorporate the interests of the children and require collaborative decision-making.

# Personas Alignment Chart

## Personas Alignment Chart

### Individual diversity

### Racial/ethnic diversity

### Language diversity

Child		Age	Descriptors	Family Configuration	VELS Domains								
					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		
Gabrielle		20 months	Bilingual (English & French)	Mother, father, grandmother					X				
Dusty		2 years old	Outbursts	Grandparents, mother in residential treatment		X							
Qasim		Older toddler (18-36 mos)	Refugee; family speaks only Arabic; very curious; bad dreams from trauma	Father, mother, sister	X	X		X	X		X	X	

# Assignment Makeover

## ORIGINAL

Using an activity matrix, describe how you could incorporate an emphasis on social-emotional development and literacy throughout the day

Activity	Social-Emotional	Literacy
Arrival/Departure		
Free Play		
Circle		
Outside		
Meals		
Large Group Activity		
Transitions		

# Assignment Makeover

## MAKEOVER

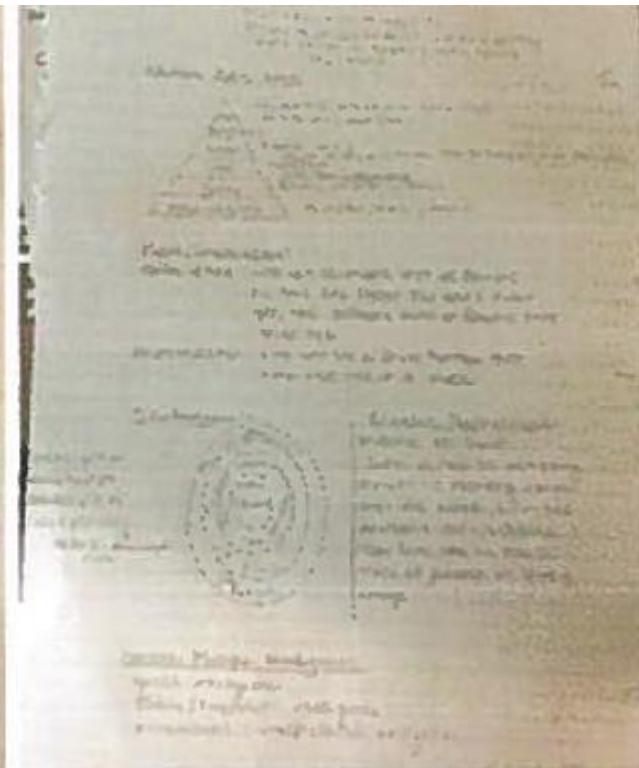
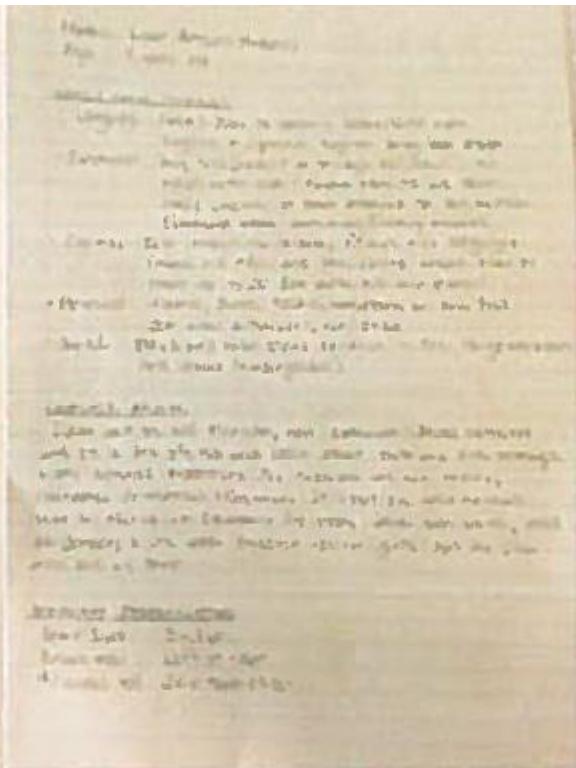
One of the children in your first grade classroom is Rose. Using an activity matrix, describe how you could incorporate an emphasis on social-emotional development and literacy throughout the day. Give examples of how your approaches would work both for Rose **and** for the other children.



Activity	Social-Emotional	Literacy
Arrival/Departure		
Free Play		
Circle		
Outside		
Meals		
Large Group Activity		
Transitions		

# Create Your Own Personas

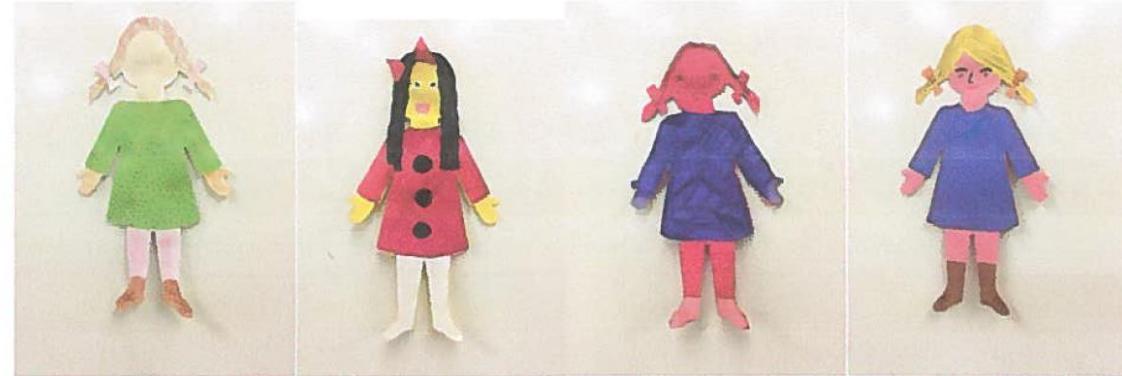
Thank you  
Florianna  
Thompson



# Create Your Own Personas

Thank you  
Florianna  
Thompson

Toddler Class



- Students are divided into 4 groups – infants, toddlers, preschool, and school age (K-3<sup>rd</sup>)
- Students determine the gender, name, ethnicity, and other characteristics of their child
- Consider the child in terms of the frameworks of Piaget, Kohlberg, Erikson, Gardner, and others
- Complete a Bronfenbrenner ecological systems map with the child in the middle
- Activities and assignments incorporate attention to the children in each class

# Professional Development Intentionality Tool

Course: \_\_\_\_\_



Content Outline	Expectation		Specific Emphasis			
	Knowledge Acquisition	Knowledge Application	Children with Disabilities	Dual Language Learners	Race, Ethnicity, Culture	Building Resilience
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

# Assignment Makeover

What are other examples of how you incorporate one or more areas of specific emphasis in your teaching or professional development?



# Assignment Makeover: Alignment

## Assignment Alignment Tool + Additional Alignment

Course: \_\_\_\_\_

Assignment	Alignment with Course Objectives/ Learning Outcomes									Alignment with DEC Recommended Practices					
	1	2	3	4	5	6	7	8	9	Assess	Environ	Family	Instruct	Interact	Team
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															

# Assignment Makeover: Alignment

Practice F1: **Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity**

**ORIGINAL** In her Child, Family, and Community course, a faculty member has assignments related to supporting families

**MAKEOVER** Incorporate components of Recommended Practice  
Module 5: Family

## Module 5: Family

<https://rpm.fpg.unc.edu/module-5-family>

Welcome to this Module on Family based on the Division for Early Childhood (DEC) Recommended Practices. In this module you will learn effective family-professional partnership practices and why strong and trusting family-professional partnerships are crucial for children with disabilities.

### Learning Objectives

Completion of this module will enable you to:

- Explain what are family-centered practices, describe how to build the capacity of families, and build trusting partnerships with families.
- Use strategies that build relationships with families and include opportunities to build the capacity of families.

# Embedding the Practices into Coursework

## Module 5: Family

### Learning Guides

Guide Name and Description/Objectives	Related Lesson/Module Section
PLAN SECTION	
<p><b>Learning Guide 5.1: Setting the Stage- Pre-Module</b></p> <p>With this guide, learners will:</p> <ul style="list-style-type: none"><li>Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.</li></ul>	<p><b>Setting the Stage</b> (1:47 run time)</p> <p>Students will meet Sherry, an early interventionist who is just beginning to work with Laura and Robert and their son Simon who has Down Syndrome. Sherry is looking for ways to build trusting relationships with the Laura and Robert, as well as build the capacity of the family.</p>

Module 5 Learning Guide  
<https://rpm.fpg.unc.edu/instructor-area/module-5-learning-guides>

# Learning Guide 5.1 Family – Setting the Stage:

## Pre-Module



### Objectives

Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.

#### Related Content: [Module 5, Setting the Stage](#)

Instructional Method: Discovery

Level: Beginner

Estimated Time Needed: 10-15 minutes

Learner Form: None

Module 5 Learning Guide  
<https://rpm.fpg.unc.edu/instructor-area/module-5-learning-guides>

### Description

Identify the challenges practitioners face when working with families to promote family-centeredness, family capacity building, and encourage positive parent-professional relationships.

### Materials/Resources

An account with [www.polleverywhere.com](http://www.polleverywhere.com) (it's free).

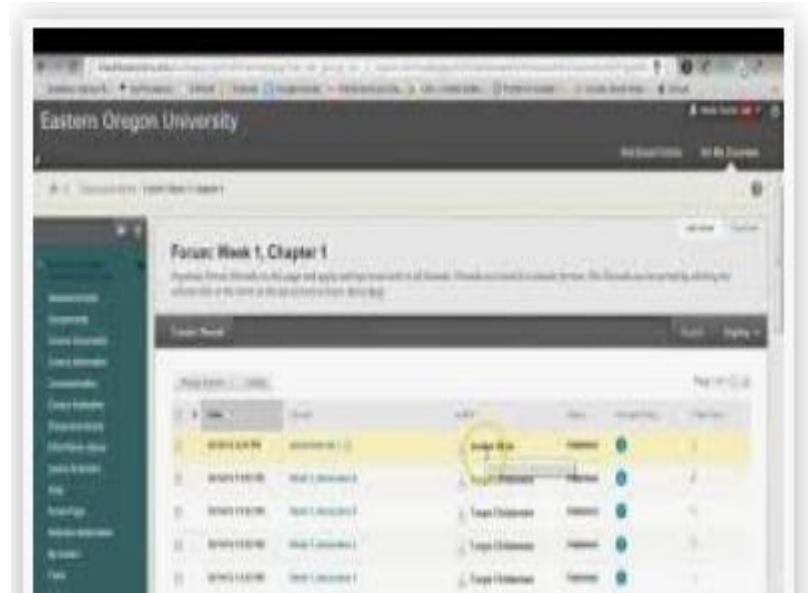
### Facilitator Instructions

1. View Module 5: Family “Setting the Stage.”
2. Introduce the topic of Families by emphasizing that both practitioners and family members feel nervous when first working together and many misconceptions about their individual roles can arise. In this activity, learners will have the chance to anonymously share their own misgivings about working with families.
3. Start the Poll Everywhere software by logging in to the website and tapping the red “Create” button at the top left of the My Polls page. Choose the “Open-ended” activity type and enter the following prompt:  
*What do you think about when considering working with families? What are your hopes and what are your fears?*

Learners can respond using their computer or their cell phone – directions will appear on the screen.

4. Allow time for responses to be recorded.
5. Read responses aloud and ask for general reflections from the group.

# Delivery Format

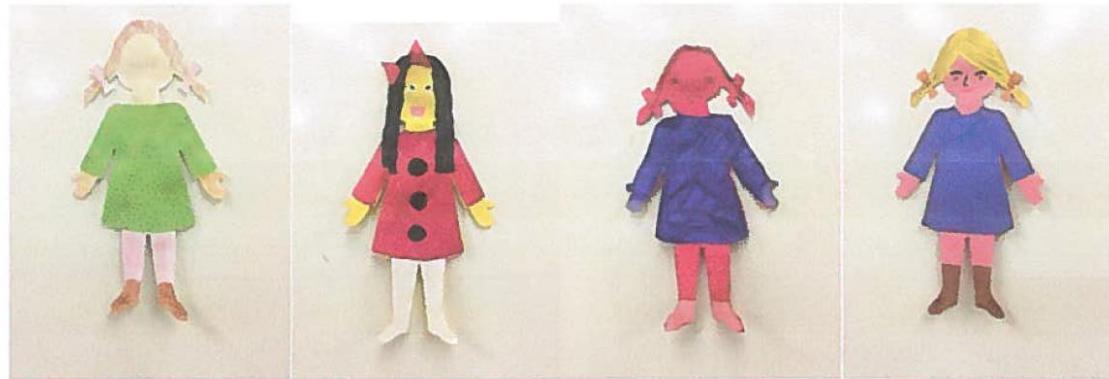


Name	Due Date	Grade
Focus: Week 1, Chapter 1	Never	0
Focus: Week 1, Chapter 1	Never	0
Focus: Week 1, Chapter 1	Never	0
Focus: Week 1, Chapter 1	Never	0
Focus: Week 1, Chapter 1	Never	0

**From this blackboard to this Blackboard**

# Delivery Format

Toddler Class



Harper 24 mos.

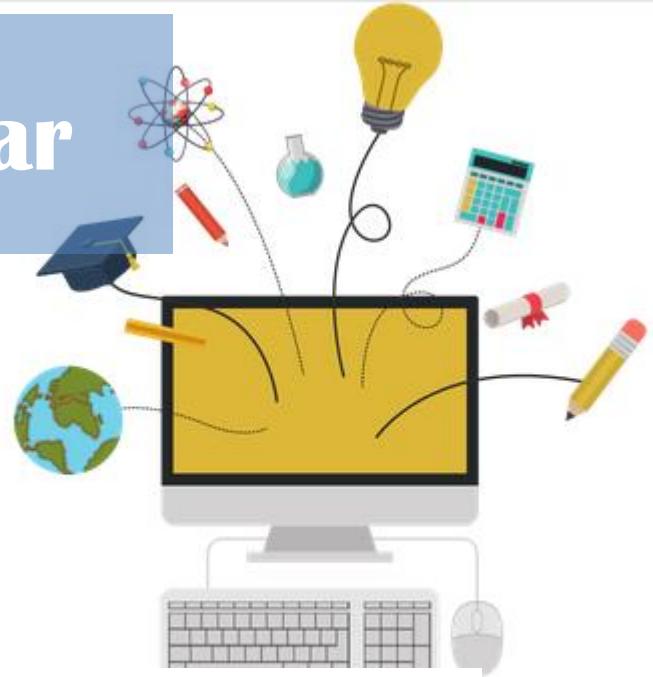
Leena 24 mos.

Ezra 20 mos.

Yaehee 21 mos.

What might it be like to create this toddler class for online use?

# Upcoming SCRIPT-NC Webinar



**June 11, 2019, 2:00 – 3:00 PM EST: Best Practices in Online Instruction**

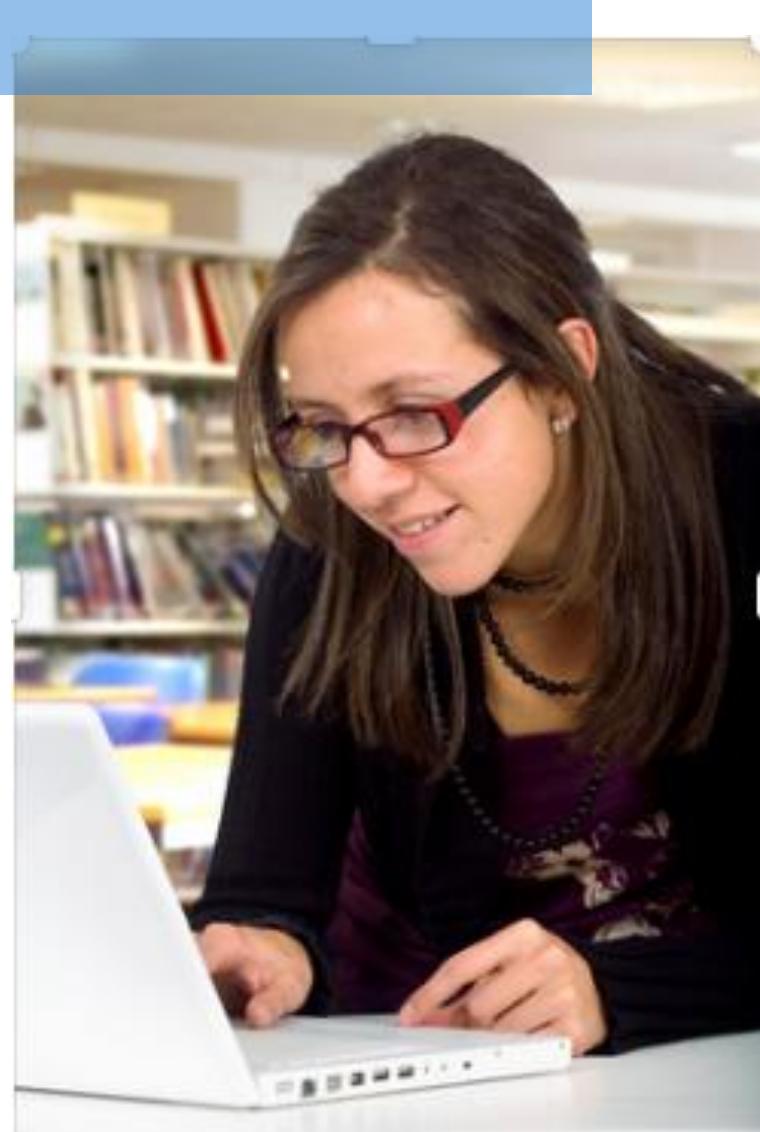
*Well-designed and thoughtfully executed online courses can effectively engage adult learners in high quality, engaging individual, small group, and whole group learning. This webinar will provide examples of how to develop and deliver content, support interaction including small group activities, promote reflection, and manage assignments as part of an online course.*

Presenters: Chih-Ing Lim and Toni Miguel, SCRIPT-NC with Christie Honeycutt, Stanly Community College

Register: <http://tinyurl.com/scriptnc-online>

# Assignment Makeover

What is the most effective tool or technique you use as part of online instruction to promote a sense of community among participants?



# REMINDER

## 2016 Assignment Makeovers Webinar

- 1. Qualities of Good Assignments**
- 2. Context for the Assignment**
- 3. Makeover Examples**



**All handouts and PowerPoints are available on the  
SCRIPT-NC website**

# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

## Landing Pads

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

# Give Us Your Feedback

[https://unc.az1.qualtrics.com/jfe/form/SV\\_3xWkINc9wJtZi73](https://unc.az1.qualtrics.com/jfe/form/SV_3xWkINc9wJtZi73)

