

Evolving National Context

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

The Institute of Medicine's seminal report supports building a workforce unified by the science of child development and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.

Source: <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>

Power to the Profession

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.

Sources: <https://www.naeyc.org/our-work/initiatives/profession>
<https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456>

Draft NAEYC Professional Standards and Competencies for Early Childhood Educators

This site has an archive with the first of draft of revised standards/competencies that are currently being developed by NAEYC. Source: <https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies>

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

Although equity and diversity are referenced in our NAEYC'S core values and beliefs, they have never had a separate position statement focused solely on these issues. Based on multiple drafts and significant feedback, this final draft is currently circulating for input to guide NAEYC's work to ensure high-quality early learning for all young children. Source: <https://www.naeyc.org/resources/position-statements/equity-draft>

Definitions

Early Childhood Inclusion

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.

Source: DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

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. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the "who" of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the "what" of professional development; what professionals should know and be able to do; generally defined by professional

competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice).

Source: National Professional Development Center on Inclusion. (2008). What do we mean by professional development in the early childhood field? Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentinEC_03-04-08_0.pdf

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

Assignment Makeover: Adjust Outcomes

- Assignment Alignment Tool + Knowledge Acquisition/Knowledge Application (page 3)

Assignment Makeover: Add Specific Emphasis

- Assignment Alignment Tool + Specific Emphasis (page 4)
- Vermont Personas (on SCRIPT-NC website <https://scriptnc.fpg.unc.edu/>)
- New Personas (on SCRIPT-NC website <https://scriptnc.fpg.unc.edu/>)
- Vermont Personas alignment (<https://scriptnc.fpg.unc.edu/>)
- Professional Development Intentionality Tool (page

Assignment Makeover: Add Additional Alignment

- Assignment Alignment Tool + Additional Alignment (page 5)

Assignment Makeover: New Delivery Format

Join the SCRIPT-NC webinar on **Best Practices in Online Instruction on June 11**. Register at <http://tinyurl.com/scriptnc-online>

Assignment Alignment Tool + Knowledge Acquisition/Application¹

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.														

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

Assignment Alignment Tool + Specific Emphasis

Course: _____

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

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.															

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.						

Vermont Child Personas

Birth-Grade 3

Each persona is a short story about a Vermont child, from birth through grade 3. The story includes a bit about the child's family, their learning style and preferences, their interests, and other details. The personas can be a useful tool to support brainstorming or problem solving about how to support an individual child.



Abby (infant)

Abby lives with her mother, Jill. Her father is currently incarcerated because of crimes related to his opioid addiction. This has created tremendous financial challenges for Jill. Jill's family lives far away and are not really involved in Abby's life.

Keeping Abby healthy has been a major focus for her family, based on her multiple and significant allergies. Among other things, she is allergic to milk. Finding things that Abby likes to eat and helping her achieve physical growth milestones has been a challenge. Abby loves to listen and move to music

Picture of Abby, an infant

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



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.

Soyul (younger preschooler)

Soyul's mother and father are university faculty members. Both parents are from Korea, and Soyul has only been exposed to the Korean language. She has recently been enrolled in a Vermont PreK program. Conversations with Soyul's parents, both of whom speak fluent English, have revealed that they are eager for her to learn English in school, and will continue to speak and read Korean at home.

Soyul's parents are very familiar with the VELS and report that her development is at or beyond age level in all domains. They acknowledged that she is well beyond age level in both Korean language and literacy, though not in English.

Soyul loves reading books and hearing stories in Korean, especially those that have either princesses or heroes. In class, she is very quiet but watches everything that is going on.



Picture of Soyul,
a younger preschooler

Jake (older preschooler)



Picture of Jake, an older preschooler

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.

Jake's dad has had a difficult time finding work lately. The family has moved frequently as Jake's father has searched for work. Jake has spent time at home with his mother. Jake's father has recently found a new position that will, hopefully, allow the family a bit more financial stability. Based on concerns from Jake's grandparents, he was recently evaluated and now has an IEP to support his fine motor and social-emotional development. In addition, Jake has just started attending a PreK program and his therapy services will be delivered in the classroom.

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.

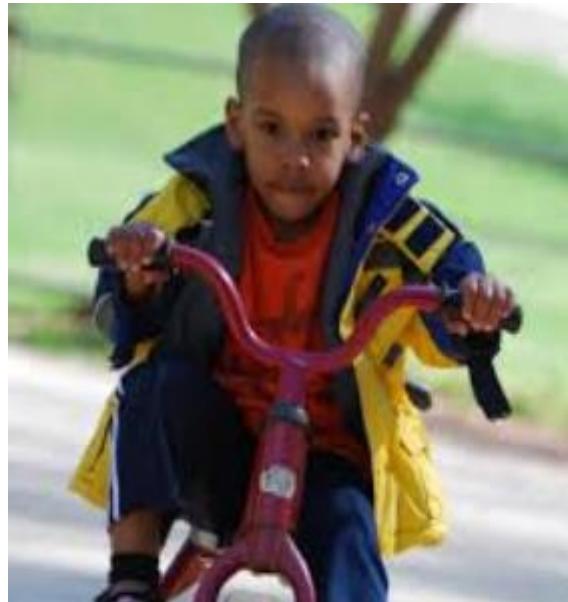
Simon (kindergartener)

Simon was adopted at birth by his moms, Julie who Simon calls mama and Kathy who 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.



Picture of Simon, a kindergartener

Rose (1st grader)



Picture of Rose, a first grader

Rose's family says she wakes up every morning full of excitement for school. Her day starts and ends with a song, as music and her younger brother Charlie are her very favorite things.

Rose has Williams Syndrome, a rare, spontaneously occurring genetic syndrome. This makes some things more difficult for her. *"With the right supports,"* say her mom and dad, *"she is able to shine and bring great joy, empathy and perseverance to every task!"*

The ongoing health issues that are part of Williams Syndrome are under control, but Rose has an IEP and benefits from special instruction, speech/language, occupational therapy, and physical therapy services. Rose has a broad-based and unstable gait, which requires attention to environmental design to keep her safe.

Rose is a visual learner who benefits tremendously from concrete language and examples. Sequential instruction with intentional encouragement is very important for Rose's success.

Marisol (2nd grader)

Marisol's mother and father came to the US 15 years ago and are now both U. S. citizens. While both parents speak English, they speak Spanish at home to make sure that Marisol is fluent in both languages. Building Marisol's language, vocabulary, and literacy in both English and Spanish is a very high priority for Marisol's family.

A complication in achieving this priority is the fact that Marisol, based on a thoughtful referral from her first-grade teacher, has been identified as having a specific language impairment, which is reflected in delays in her receptive and expressive language in both English and Spanish.

Each summer, Marisol and her family spend time in Puerto Rico so she can interact with extended family members in Spanish. Her parents have shared a concern because some children have recently teased her for using a combination of English and Spanish words in her classroom conversations.

Marisol is very interested in geography. She has a globe in her room and loves playing a game where she finds a place on the globe then hears stories from her parents about that place.

Math is her least favorite subject but she struggles to keep up with her classmates. She does best when the mathematical concepts are presented within the context of a story so the context can support her understanding.



Picture of Marisol, a second grader



Picture of Montgomery,
a third grader

Montgomery (3rd 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.

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	
Everly		30 months	Adopted; delays in speech, language, and social-emotional development	Mother, father		X		X					
Drake		30 months	Profound hearing loss; cochlear implants; bilingual (sign & English)	Mother, father				X					
Soyul		Younger preschooler (36-48 mos)	Spoke Korean exclusively at home before arriving at preschool; loves books, stories	Father, mother		X		X	X				
Taylor		3 years old	Autism; receiving early childhood special education services; in preschool program	Mother, father, grandmother		X		X					

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
Anthony		3 years old	Stressors including joblessness and possible homelessness	Mother		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					
Marcus		4 years old	African-American; Receives services for speech and language delays; low muscle tone	Mother, father, baby sister		X	X	X					
Simon		Kindergartner (5-6 years)	On the autism spectrum; African-American; loves outdoor play	Two mothers, adopted		X			X				
Rose		1 st grader (6-7 years)	Williams Syndrome; IEP for multiple services; visual learner; loves music	Mother, father, brother	X		X	X	X				
Marisol		2 nd grader (7-8 years)	Dual Language Learner (Spanish); Specific Language Impairment – receptive & expressive	Mother, father					X	X		X	X
Montgomery		3 rd grader (8-9 years)	African-American; collaborative learner; loves cooking; strong in math	Father killed in Iraq, mother, sister, grandparents	X	X						X	



Taylor

The newest member of Miss Dorina's preschool classroom is Taylor, who is three years old and full of life. Balls, cars, and anything that makes noise are favorite play things for him. Until recently, Taylor received early intervention services at home. He has made terrific progress since he was first diagnosed with an autism spectrum disorder, but he still has significant delays in receptive and expressive language and social-emotional development.

When Taylor's mother, father, and grandmother met with Miss Dorina last week, they mentioned that he sometimes has difficulty interacting with adults, expressing his needs or feelings, and connecting with other children because of his language delays. His family also shared that Taylor is usually eager to interact with the other children but does so in ways that may be too rough and frightening to them.

Miss Dorina counts on Miss Laura, Taylor's speech-language pathologist, for ideas about supporting Taylor within classroom routines. Still, she finds herself wondering: How can I make my classroom welcoming and supportive for Taylor? How can I help Taylor to make friends and play with his classmates? And how can we all work together in ways that support Taylor and all the other children, too?

Marcus

Marcus just turned 4 years old and loves to move. He is active and enjoys running and other large motor activities, even though his family and teacher agree that he falls down a lot. He lives with his mom and dad and his newborn baby sister. Both his parents work full time and he has been enrolled in a large, well-established full day child care center since he was 2 ½ years old. Prior to that, he stayed with his maternal grandmother.



Recent evaluations have revealed delays in speech and language that are significant enough to qualify him for early childhood special education services. In addition, a physical therapist noted that Marcus' muscle tone is mildly low, which may account for him falling and bumping into things.

At school, Marcus has little interest in classroom materials with the exception of the block area where he loves to knock down towers, whether he built them or his friends did. At home and at school Marcus has "meltdowns" when transitions interrupt his play. Marcus' speech-language pathologist says he has mild to moderate articulation delays, low expressive vocabulary, and sentences that are usually two to six words long. He frequently substitutes one word for another that sounds similar and then is frustrated when others don't understand what he said.



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.

Everly

Everly is 2½ years old and full of life. She joined her family when she was six months old through a private adoption. Everly is completely enchanted with princesses and watches Disney movies like Frozen as often as she is allowed.

For the first two years, Everly's mother and father were her only companions, with little exposure to other children. Recent assessments revealed significant delays in receptive and expressive language and social-emotional development. Everly's mother recalls one of the "testers" describing Everly's behavior as "autistic-like."



Everly is currently receiving early intervention services at home and participates once a week in a play group at a local park. Staff at the park program describe Everly as challenging due to a lack of ability to follow directions or respond to requests. They report that Everly seems eager to interact with the other children but does so in ways that are often rough and frightening to them.

Both Everly's mother and therapist report that changes in routines can also evoke strong responses. One reason may be that two months ago, Everly's parents were in a serious car accident. Everly's mother was hospitalized with a concussion. She still has some difficulty with memory loss and decision-making and becomes agitated when others "talk down" to her or imply that she is not a capable decision maker.

Anthony



Three-year-old Anthony and his family are behind on rent. They are facing possible homelessness and worrying they will run out of food. Many of these challenges can be linked to the difficulty Anthony's mother is having in finding steady employment. A consequence of these stressors may be seen in how Anthony's behavior has changed at his child care. He has become more socially withdrawn and has begun hitting and punching other children and having tantrums.

What state and community resources can help Anthony's family identify the housing and food resources and then ensure the family is able to connect to them? How will they make the connections for this family to feel a sense of belonging and social connectedness? How will they support Anthony's family to partner with his teachers, so everyone is working together to help Anthony manage and express his feelings more positively? Who can help support Anthony's teachers with how to provide safe, affordable care and an accepting environment during this difficult time? Where can Anthony's teachers find resources to bolster all aspects of his learning and development, including helping him self-regulate? Will they examine their core values and beliefs, provide role-modeling, and promote opportunities for him to improve his social and emotional skills during play with classmates? Will agencies and organizations supporting Anthony's family examine policies and practices to provide equitable access to opportunities, supports and services for Anthony?

Drake

Two and one-half-year-old Drake's life has changed dramatically in the last six months. He was diagnosed with a profound bilateral sensori-neural hearing loss and had surgery to install cochlear implants.

Armed with new insights and new motivation, Drake's mother and father are eager to support him to be fully bilingual in American Sign Language (ASL) and English. They're eager to work with the educators at Drake's preschool program and specialists, like Drake's deaf educator, to support both languages in home and school settings.



His family, his teachers, and his specialists have lots of questions. How can they help support this young dual language learner in home, program, and community contexts? What are the most effective ways to talk with Drake's peers about sign language and to help them to be willing and enthusiastic communication partners? What do evidence-based practices say about the most effective ways to support Drake's development in all domains?



Gabrielle

At 20 months, Gabrielle's family made the decision that her mother would need to return to work full time. The family simply could not make ends meet on the single salary of her father. Grandmere, Gabrielle's paternal grandmother, agreed to care for her two days a week; the other days Gabrielle would attend a nearby early childhood program.

For the Mirepoix family, it is essential that Gabrielle learn two languages: her parents speak French and English, but both sets of grandparents speak only French. Mr. and Mrs. Mirepoix have communicated this priority to Gabrielle's child care program. While program staff say they are not skilled in implementing a program for a young dual language learner, they are eager to try to be a resource. But they have very important questions: What does a quality program look like for a toddler who is a dual language learner? Where might the program get resources to support translation of key words, environmental labelling, and verbal interactions? What would be the best way to teach the other children about a second language and to help them to both learn words in Gabrielle's language and share words in theirs (English)?