What Do We Mean By Professional Development in the Early Childhood Field?

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: **http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf**

WHAT to Address: New Frameworks with Implications for Course Content

Professional Standards and Competencies for Early Childhood Educators
https://www.naeyc.org/resources/position-statements/professional-standards-competencies

Advancing Equity in Early Childhood Education
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf (statement)

https://www.naeyc.org/our-work/initiatives/equity (landing pad)

Developmentally Appropriate Practice (DAP) position statement **https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf**

HOW to Address New Areas Without Overpacking a Course

10 Strategies to Explicitly Support Emphasis on Culture, Race, and Equity (handout pages 2-6)

Resources for Supporting Culture, Race, and Equity in Early Childhood Teaching and Professional Development
https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early

Resources to Support Knowledge Acquisition and Application
https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early

Durham Technical Community College examples
https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early

A World Worthy of Our Children https://youtu.be/1wllfSsNP58

❿ Strategies to Explicitly Support Emphasis on Culture, Race, and Equity

	Action	Strategies	Resource(s)
①	Examine your knowledge base, attitudes, and biases Support your students to do the same	Use a tool or checklist to reflect on your own attitudes and biases. Consider what you can do to produce "learner-ready" educators. Consider a book club or study group with other faculty members Use a rubric or other resource to reflect on your courses, field experiences, and program practices Most equity frameworks underscore that self-knowledge about personal culture, attitudes and biases is a first step in providing culturally-responsive and equitable practices.	Preparing "Learner-Ready" Teachers: Guidance from the NTEP States for Ensuring a Culturally Responsive Workforce **http://www.ccsso.org/sites/default/files/2018-02/Preparing%20Learner-Ready%20Teachers.pdf** SCRIPT-NC Tools **https://scriptnc.fpg.unc.edu/tools-enhancing-program-quality** • Equity Observation Tools (handout, p. 5) • Equity and Inclusion Reflection Tool (handout, p. 5) • Creating an Anti-Bias Learning Environment: Assessing Yourself and Your School Checklist **https://www.adl.org/media/2182/download** • Culturally Responsive Teaching: A Reflection Guide **https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf**
②	Consider different course materials . . .	If you want students to learn more about how to use equitable practices and/or developmentally appropriate practices, list those position statements and landing pads as course readings Incorporate new frameworks and videos that emphasize culturally-responsive and equitable approaches	**http://www.naeyc.org** • Learning for Justice Classroom Resources **https://www.learningforjustice.org/classroom-resources** • Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five **https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders** • Quality UPK Teaching in Diverse Settings **https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf** (research and article) **https://highqualityearlylearning.org/quality-upk-in-diverse-settings/** (video) **https://highqualityearlylearning.files.wordpress.com/2020/03/principles-2.pdf** (list) • Reflecting on Anti-bias Education in Action: The Early Years **https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/** • What Stories Do My Classroom and Its Materials Tell? **https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/Inclusion%20Article.pdf**

	Action	Strategies	Resource(s)
2	. . . and use course materials differently	Re-purpose vignettes in textbooks. For example, if a STEM text shares a vignette of how a teacher created a learning experience for preschool children, ask students to consider what they would have done differently if some of the children in the class were dual language learners.	
3	Intentionally support knowledge acquisition & application	Provide a set of resources that students can easily refer to evidence-based practices. Then, when a question in a discussion board requires students to specify how they would address issues of culture, race, or equity, require that they provide the source for their answer.	• Resources to Support Knowledge Acquisition and Knowledge Application **https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early**
4	Shift from addressing diversity to developing the capacity to support each and every child and family	Use articles and videos that build understanding of children and families your students will be supporting (i.e., beyond *Babies*). For example, consider incorporating emphasis on what we know about practices that can support young Black children. Then follow up with personas and vignettes that give students opportunities to apply what they've learned. Support students to see the assets and capabilities of families who are diverse in many ways: culture, language, configuration, race, ethnicity, religion, life circumstances, etc. - Create opportunities for students to articulate how they would thoughtfully engage and support families who are diverse - Create opportunities for students to build their repertoire of conversation starters, open-ended questions, and other resources for communicating effectively with families	• Black Genius Elements Infographic **https://drive.google.com/file/d/17k89Yelgar8QkxYqoK45Ko2L6egvridQ/view?usp=sharing** • Questions for Proactive and Equitable Educational Implementation **https://www.ncld.org/wp-content/uploads/2020/08/FINAL-Questions-for-Proactive-and-Equitable-Educational-Implementation.08122020.pdf** • Supporting the School Readiness and Success of Young African American Boys Project Guide **https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/young-african-american-boys-project-guide.pdf** •Creating a Welcoming Early Childhood Program for LGBT-Headed Families **https://eclkc.ohs.acf.hhs.gov/family-engagement/article/creating-welcoming-early-childhood-program-lgbt-headed-families** • Family Engagement Toolkit **https://www.buildinitiative.org/FamilyEngagementToolkit** • CONNECT Module 3: Communication for Collaboration **https://connectmodules.dec-sped.org/connect-modules/learners/module-3/**
5	A person can be more powerful than a video	- Invite diverse families to share their views and perspectives. What might it be like for your students to hear firsthand from a family that is homeless, a family who has a child with a disability, or a family that is working to preserve home language and culture in addition to their child learning English in school. - Invite community partners with expertise to share that expertise with students. To make it more personal and real for the students, ask them to submit questions that they think will be helpful to know the answers to. Share the questions in advance so presenters are not blindsided. Encourage the presenters to share what **they** think students need to know.	

	Action	Strategies	Resource(s)
❻	Use personas to incorporate different perspectives & dilemmas	Personas are short stories about a child and family. Each persona offers information about the unique composition of the family, details about the child, and insights about who the child is as a learner. Personas offer faculty and instructors an engaging way to promote individualizing.	Infant/toddler, preschool, and early elementary personas **https://scriptnc.fpg.unc.edu/shifting-blackboards**
❼	Use observations intentionally	Use observations of videos and real locations as opportunities to notice how culture and equity are reflected in that setting. Consider incorporating a component in live observations that will allow students to ask questions of a teacher they have been observing, like "how do you learn about the cultures and priorities of the families?", "how do you bring an equity lens to the work you do each day?", "how do you monitor your interactions with children for fairness and equity?", etc.	• Equitable Classroom Practices Observation List **http://www.signetwork.org/content_page_assets/content_page_250/Equitable%20Classroom%20Practices%20Observation%20Checklist%20part%202.pdf** • Equity Observation Tool (handout for this webinar)

❽	Make assignment instructions and rubrics explicit	If specific considerations related to culture, race, and equity are part of an assignment, that should be clearly spelled out. Here's an example of what directions might include:
		   o Based on our text, course discussion, and other evidence-based resources, design a dialogic book reading activity for a small group of preschool children. Be certain to identify how the selected book reflects the interests of the children. Specify how long the activity would be, what materials you would use, the sequence you would follow, and what data you might collect. Remember that two of the participating children are Ramon and Taylor (personas), and specify steps you would take to support their full participation. Include the evidence-sources you drew from in creating this activity.
		   o The rubric for this assignment could then be structured to reflect how well students drew upon evidence sources, addressed the interests of the children, specified the dimensions of the activity, and individualized to support Ramon and Taylor.	

❾	Use extensions to help students develop an equity lens	Pose a question, raise a dilemma, or provide a problem that needs solving. As part of the process, consider asking your students: What does the NAEYC position on equity say about this? What does the NAEYC Code of Ethics say about this? What does the position on DAP say about this? What do the DEC Recommended Practices say about this? What does the joint position statement on inclusion say about this? What would your grandmother say about this?	
❿	Build equity into coaching & supervision	Bridge the gap between "I know that" and "I can do that" by building cohesion between course experiences and field experiences. Check out these tools for doing that.	• The Mindful Reflection Protocol **https://connect.issaquah.wednet.edu/intranet/teaching_and_learning/equity--cultural-competence/august-isd-conference-2017/m/documents/315211/download** • Pyramid Equity Coaching Guide **https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html#:~:text=The%20Pyramid%20Model%20Equity%20Coaching%20Guide%20is%20used,by%20the%20coach%20to%20identify%20areas%20of%20concern**

Equity Observation Tool

How did the educator(s) create a caring, equitable community of engaged young learners?	EXAMPLE(S)
• By recognizing each child's unique strengths?	
• By fully including children with differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class?	
• By building trusting relationships with the children?	
• By nurturing relationships among children while building on their knowledge and skills?	
• By creating learning environments that are developmentally, culturally, and linguistically appropriate?	
• By using teaching practices that are developmentally, culturally, and linguistically appropriate?	
• By actively promoting children's agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development & curriculum)?	
• By scaffolding children's learning to achieve meaningful goals?	
• By implementing learning activities using language(s) that the children understand?	
• By providing different types and levels of support to different children depending on what they need?	
How did the educator(s) establish reciprocal relationships with families?	
How did the educator(s) use observation, documentation, and assessment to inform their decisions about learning and development?	
How did the educator(s) demonstrate advocacy on behalf of young children, families, and the early childhood profession?	
How did the educator(s) reflect on their own biases and how they might be impacting their ability to support each child and family?	

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6) https://www.naeyc.org/resources/position-statements/equity-draft

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Equity and Inclusion Reflection Tool2

SELF-AUDIT	AGREE/ DISAGREE	IF AGREE, WHAT IS AN EVIDENCE SOURCE TO SUPPORT THAT PRACTICE?	IF DISAGREE, WHAT IS AN EVIDENCE SOURCE THAT COULD HELP YOU TO DEVELOP THAT PRACTICE?
1. I know how to uphold the unique value and dignity of each and every child and family.			
2. I know how to recognize each and every child's unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.			
3. I know how to develop trusting relationships with each and every child that build on their knowledge and skills.			
4. I know how to consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.			
5. I know how to involve children, families, and the community in the design and implementation of learning activities.			
6. I know how to actively promote children's agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).			
7. I know how to scaffold children's learning to achieve meaningful goals.			
8. I know how to design and implement learning activities using language(s) that the children understand.			
9. I know how to recognize and am prepared to provide different levels of support to different children depending on what they need.			
10. I know how to examine my own biases (implicit and explicit) to understand how they may be contributing to my interactions and relationships with particular children and families.			

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6)