



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

## Webinar

### March 30, 2020

### 2:00 – 3:00 PM EST




SHIFTING BLACKBOARDS:  
SUPPORTS FOR EMERGENCY  
ONLINE TEACHING,  
ADJUSTING ASSIGNMENTS,  
AND RETHINKING FIELD  
EXPERIENCES





# Welcome & Introductions

# Meet the



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

# Team



Chih-Ing Lim



Tracey West



Toni Miguel



Camille Catlett

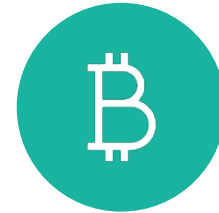
# SCRIPT-NC Webinars emphasize...



embedding  
**inclusion and  
diversity** into  
coursework  
opportunities to  
build both  
**knowledge  
acquisition and  
knowledge  
application**



content that  
reflects **evidence-  
based and  
recommended  
practices**



resources that are  
**readily available  
and free**



# Logistics



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audio

Questions?  
Comments?



USE THE CHAT  
BOX



Type in the  
Chat Box



What state or  
territory are you  
joining us from  
today?



# Today's Agenda

- √ Content sources
  - √ modules and multimedia content
- √ reframing assignments and activities
- √ video sources – long and short
- √ online teaching tools and techniques



# Content Resources



## Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

[LEARN MORE](#)

### COURSE SPECIFIC RESOURCES

Find free high quality resources to enhance coursework and practice. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

[LEARN MORE](#)

### TOOLS FOR ENHANCING PROGRAM QUALITY

Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

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## COURSE SPECIFIC RESOURCES

Find resources that can help you enhance coursework and practice. These resources are focused on evidence-based and competency-based practices that support the inclusion of children with disabilities and who are culturally, ethnically, and linguistically diverse.



Introduction to Early  
Childhood



Children with  
Exceptionalities



Child, Family and  
Community



Child Guidance



Creative Activities



Health, Safety and  
Nutrition



Infants, Toddlers and  
Twos



Language and Literacy  
Experiences



Child Development and  
Learning (Conception  
through Age 8)



Early Childhood  
Canstone Practicum

## EARLY CHILDHOOD CAPSTONE PRACTICA

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on practica and field experiences to support the inclusion of children with disabilities and children who are culturally and linguistically diverse.



### Resources To Support Teaching This Course

ABOUT

Find free high quality resources including websites, research and policy briefs, videos, podcasts and audio clips.

#### Creating Your Own Resource List

PUBLICATION DATE

February 2015

[+ ADD TO CITATIONS LIST](#)

#### North Carolina Foundations for Early Learning and Development

ABOUT

The 2013 North Carolina Foundations for Early Learning and Development is an updated combination of the 2005 and 2007 Foundations documents. Organized according to five domains of the learning and development of young children from birth through kindergarten, this Foundations document outlines the goals and developmental indicators for each domain. Within each domain, strategies for early educators and families to support infants and toddlers, and preschoolers are provided respectively. Also included is a section on supporting dual language learners.

#### Course Description

This course\* is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate

Keyword Search

Resource Type

- Website
- Handouts/Tipsheets
- Video
- Audio
- Print
- Webinar
- Podcast
- Interactive tool
- Simulation
- Quiz

Types of Diversity

- Children with Disabilities
- Children and Families who are Culturally, Racially, and Ethnically Diverse
- Children who are Dual Language Learners
- Children and Families who have Experienced

15 Minute In Service Suites: Engaging Interactions and Environments

PUBLICATION DATE

Updated September 2019

ABOUT

A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments>

**Resource Type:** Website, Handouts/Tipsheets, Video, Print

**Topic:** Assessment, Environment, Interaction, Social-emotional development, Literacy, Embedded interventions, Planning and Facilitation Tools, Teaming and Collaboration

**Types of Diversity:** Children and Families who are Culturally, Racially, and Ethnically Diverse, Children who are Dual Language Learners

+ ADD TO CITATIONS LIST

A Window to the World: Early Language and Literacy Development

PUBLICATION DATE

April 11, 2011

ABOUT

This policy brief offers recommendations for policy on supporting emergent literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.

<https://www.zerotothree.org/resources/1021-a-window-to-the-world-early-language-and-literacy-development>

**Resource Type:** Website, Handouts/Tipsheets, Print

You have saved 1 citation(s)

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### CONNECT Modules

There are seven CONNECT Modules, each focusing on a discrete evidence-based practice. Information on research findings and related policies are provided as well as examples of practices. Included in the module are suggestions for activities, handouts, video and audio clips. Modules are also aligned to the NAEYC and DEC personnel preparation standards and the DEC Recommended Practices.

Link: **Link:** <https://www.connectmodules.dec-sped.org/connect-modules/learners/>

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### Bri IFSP Video-Chapter 2.1-Levels of Development-Communication

In the second chapter on Levels of development, this first sub-chapter shows the team's discussion of Bri's communication skills. During the discussion, Bri's strengths are noted, as are the family's concerns.

Link: **Link:** [http://www.youtube.com/watch?v=cNpsFDdW\\_FE&feature=relmfu](http://www.youtube.com/watch?v=cNpsFDdW_FE&feature=relmfu)

- REMOVE FROM CITATIONS LIST


### Aurelius Reading at Naptime

In this video clip, a preschool teacher demonstrates how she uses digital video and other technologies to document and assess a child's skills and to share it with his family.

Link: **Link:** [http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_UsingTechnology.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top)

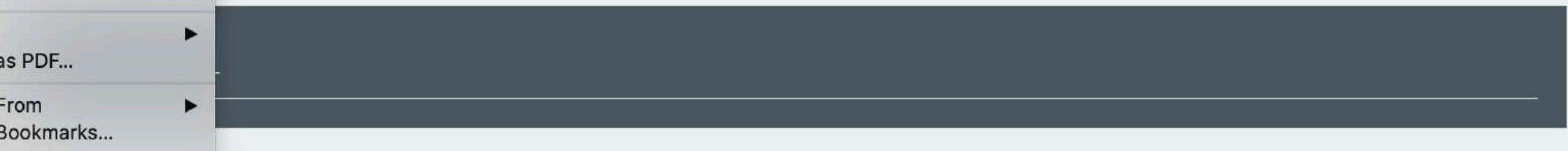
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- New Private Window ⇧⌘N
- New Tab ⌘T
- Open File... ⌘O
- Open Location... ⌘L
- Close Window ⇧⌘W
- Close All Windows ⌘⇧⌘W
- Close Tab ⌘W
- Save As... ⇧⌘S
- Share ▶
- Export as PDF...
- Import From ▶
- Export Bookmarks...
- Print... ⌘P



Preservice Teaching in North Carolina

HOME ABOUT US RESOURCES



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### [Natural Resources: 6 "Gumdrops" - Short, Engaging Videos that Demonstrate Evidence-Based Practices for Infants and Toddlers](#)

PUBLICATION DATE

March 2020

**Resource Type:** Handouts/Tipsheets - Video

**Types of Diversity:** Children with Disabilities

[+ ADD TO CITATIONS LIST](#)

### [Natural Resources to Support Children, Families, and College Students who are Homeless](#)

PUBLICATION DATE

February 2020

**Resource Type:** Handouts/Tipsheets

**Types of Diversity:** Children and Families who are Culturally, Racially, and Ethnically Diverse

[+ ADD TO CITATIONS LIST](#)



## Infant-Toddler Resources<sup>1</sup>

### Effects of Reading to Infants and Toddlers on Their Early Language Development

[http://earlyliteracylearning.org/cellreviews/cellreviews\\_v5\\_n4.pdf](http://earlyliteracylearning.org/cellreviews/cellreviews_v5_n4.pdf)

*This paper presents the findings of a meta-analysis of six intervention studies about the effects of reading to infants and toddlers. Findings suggested positive effects on children's language and favored earlier and longer interventions.*

### Infant and Toddler Teacher and Caregiver Competencies, 2017 - 2021

<https://www.acf.hhs.gov/opre/research/project/infant-toddler-teacher-caregiver-competencies>

*Visit this website to understand more about identifying the competencies (knowledge, skills, abilities, and other characteristics) essential to a given profession may help to provide a common language and lens for assessing job performance and provide a clear structure for professional growth and development.*

### Racial Inequity in Policies Impacting Infants, Toddlers, and Families

<https://www.zerotothree.org/resources/2561-building-strong-foundations-racial-inequity-in-policies-that-impact-infants-toddlers-and-families>

*This 2019 paper from CLASP and ZERO TO THREE explores racial disparities, including the policies that drive them, among infants and toddlers and their families. It highlights key examples in recent history and their continued consequences for young children of color and their families. The paper concludes with recommendations to ensure new or reformed policies reduce racial disparities.*

### Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children Under 3

<https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight>

*This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children's learning and development from birth to 3, and provides guidelines for screen use based on the evidence.*

### A Window to the World: Early Language and Literacy Development (0-3)

<https://www.zerotothree.org/document/462>

*This policy brief offers recommendations for policy on supporting emergent language and literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.*

### The Youngest Americans: A Statistical Portrait of Infants and Toddlers in the US

<http://www.childtrends.org/wp-content/uploads/2013/11/MCCORMICK-FINAL.pdf>

*America's youngest children are the leading edge of a demographic transformation in the U.S. They herald a nation more diverse with respect to race/ethnicity, country of origin, language, and family type than at any time in our recent history. This report highlights what this transformation means in terms of development and expectations.*

### ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

<https://www.zerotothree.org/resources/345-zero-to-three-critical-competencies-for-infant-toddler-educators#downloads>

*Infant-toddler educators have one of the most important jobs in the world, but they often lack the practical resources to support them. The ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ competency model defines the specific knowledge and practices required for infant-toddler educators to be successful now, to support the future of our children.*

### Addressing Inequity with Anti-Bias Education: Learning About Economic Class and Fairness (3-6)

<https://www.naeyc.org/resources/pubs/tyc/feb2020/inequity-with-anti-bias-education>

*Inequitable opportunities, privileges, and life experiences based on economic class deeply affect young children's lives. This article offers thoughtful strategies and activities for addressing economic class and fairness.*

### Authentic Assessment in Infant-Toddler Care Settings

<http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf>

*This policy brief describes what authentic assessment is, the role observation plays in authentic assessment, how information from observations is used to develop curriculum, outcomes from authentic assessment, and the need to include authentic assessment training in professional development activities for early childhood practitioners who work with infants and toddlers.*

Evidence Sources

Print Sources



## Enhancing Practice with Infants and Toddlers from Diverse Language and Cultural Backgrounds

Karen N. Nemeth and Valeria Erdosi

On Meili's first day at the center, her mother carries the 18-month-old into the classroom, whispering in Mandarin to the little girl. As she sets Meili down, the mom nervously smiles and nods to the teacher, then walks out the door. Not surprisingly, little Meili starts to cry. She runs after her mother, but the door has already closed. The adults try to comfort and distract Meili, but she doesn't understand a word they say. Meili has no idea when or if her mother will ever be back.



Photo courtesy of the authors

**M**any infants and toddlers whose families speak languages other than English have similar experiences when entering early childhood programs. While you think about Meili's stressful experience, imagine also what her mother must feel. She will be thinking of her daughter's desperate cries all day. When she returns to pick Meili up, the mother's lack of English skills will make

it impossible for her to get information about how her daughter fared that first scary day. But what if this scenario were approached in a different way?

At The King's Daughters Day School, in Plainfield, New Jersey, Meili, a newcomer to the infant/toddler room, was greeted with a few comforting words in Mandarin, even though the teachers speak mostly English. The teachers had

📌 For a short time, the EarlyEdU Media Library is accessible to all! Follow this [link](#) to register for an account.



## Media, Modules, and More

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# Use a Persona



## Use a Persona



Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job, so Trey is now in a family childcare program each day. Based on concerns from Trey's grandparents, he was recently evaluated and has an IFSP to support his language, fine motor, and social-emotional development. Trey's therapy services are being delivered at the childcare.

Trey's teacher says he plays with cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like 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.

# Opportunities



Ask students to identify what might be expected in fine motor, social emotional, and language development from a toddler, using your state early learning guidelines or standards. Consider how that compares to Trey's development.



Using the DEC Recommended Family Practices as the basis for your ideas, what strategies might you use for collaborating with Trey's family to support his development?

Consider the routines that go on each day in Trey's childcare program. Which daily activities might provide naturally occurring opportunities to support Trey's language, fine motor, and social-emotional development?





## 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 childcare. He has become more socially withdrawn and has begun hitting and punching other children and having tantrums.

What resources might support Anthony's family with housing and food?

What resources might support Anthony's teachers to bolster all aspects of his learning and development, including helping him to self-regulate?

# Use a Preschool Persona

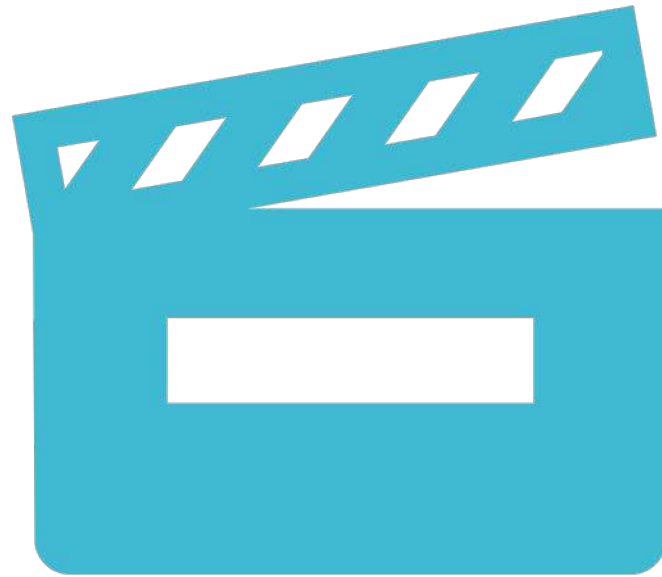


## Montgomery

Now that he's in third grade, 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.

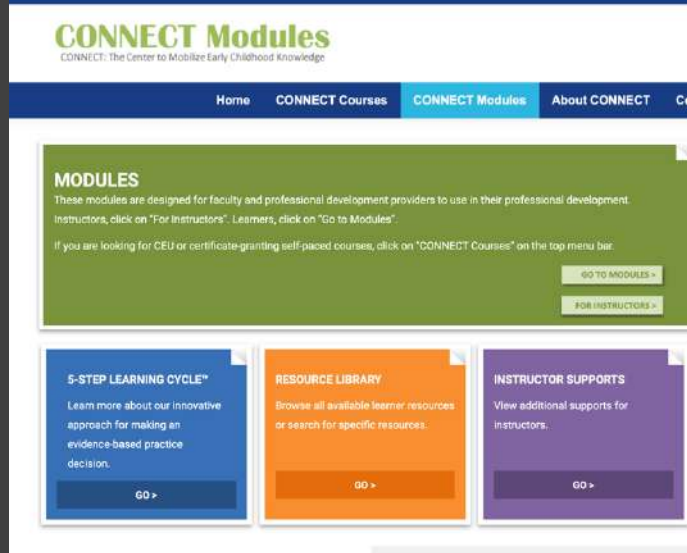
Monty's family places a high priority on discussing options and solutions. Their idea of how to figure something out is to talk with others, then arrive at a decision. This sometimes means that Monty is talking with other children when given an assignment instead of doing his work alone. Often when he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

Use a K-3 Persona



# Modules & Multimedia Content

<https://www.connectmodules.dec-sped.org/connect-modules/>



<http://csefel.vanderbilt.edu>

## Center on the Social and Emotional Foundations for Early Learning



### Resources: Infant/Toddler Training Modules

Promoting Social and Emotional Competence: These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.

#### Quicklinks:

- Module 1
- Module 2
- Module 3
- Module 4

### Resources: PreSchool Training Modules/Módulos de Capacitación

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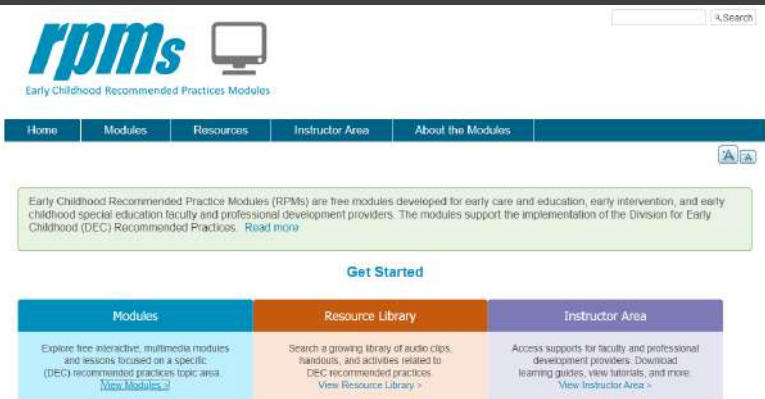
#### Quicklinks:

- Module 1
- Module 2
- Module 3a
- Module 3b
- Module 4

Modules last updated: December 2013  
View Module Archive for Modules from 2010. The Archive has Spanish and HTML versions available. Módulos actualizados en español se presentarán dentro de poco!

Excellent content materials that are readily available

<https://rpm.fpg.unc.edu>



### Following Children's Lead



Download the video [MP4, 325MB]

Download the transcript [PDF, 192KB]

#### Materials for Trainers Supporting Materials

Presentation [PPTX, 192MB]

Optional Slides [PPTX, 984KB]

Presenter Notes [PDF, 2.2MB]

Learning Activity: Review of Playdough Video [PDF, 128KB]

Video Review [PPTX, 26MB]

Learning Activity: Discussion of Classroom Scenarios [PDF, 147KB]

Learning Activity: Planning to Follow Children's Lead in Your Classroom [PDF, 122KB]

Supplemental Videos [PPTX, 134MB]

Supplemental Videos: Dual Language Learners [PPTX, 17MB]

<https://eclkc.ohs.acf.hhs.gov>

# Reframing Assignments & Activities



Photo by Lisa Fotios

“My student's final presentations were going to be delivered "in person" during class. Now that we moved online, I would love suggestions for how to have them record and deliver their Final Presentations that will give them the opportunity to share.” - April



# Online Presentations

- First, decide if this will be synchronous or asynchronous.
- Tools within certain LMS:
  - Canvas
    - Synchronous – Conferences
    - Asynchronous – Discussion Board
  - BlackBoard
    - Synchronous – Collaborate
    - Asynchronous – Discussions
  - Sakai
    - Synchronous – External tools (Zoom, Skype, etc.)
    - Asynchronous – Forums



# Common Presentation Tools

## Synchronous presentation tools:

- Zoom – No need to download additional software.
- Skype – Need to download latest version of Skype.

## Asynchronous presentation tools:

- VidGrid – very flexible! Record only part of the screen, use webcam, move webcam
- VoiceThread – add comments, video comments to PowerPoint slides
- PowerPoint – built in narration tools



# FREE Tools for Presentations

- Screencast O Matic - a screen capture software that can be used to create video from your screen, and it doesn't require you to download any software. Limit to 15 minutes. <https://screencast-o-matic.com/>
- Google Slides – ability for groups to simultaneously work on their presentation slides. <https://docs.google.com/presentation/>



# Tips for video recording and giving **QUALITY** peer feedback.



## Recording Device Guidelines and Instructions

### Supplies Needed

- Video camera or mobile phone or tablet (recording device)
- Tripod/case that will hold your recording device stable and at the right height
- Enough charge on recording device to record for the duration of your lesson
- If using a video camera, you'll need a cord to connect the camera to a computer to transfer files
- Available storage space on recording device to store large video files

### Before You Film

- Practice recording yourself at home a few times. Test settings, stability, focus, lighting
- Make sure you have enough storage space on your recording device to store large video files
- Make sure the recording device is fully charged.
- Create a film plan that includes what you want to film and how you will film it.

### Setting Up in the Classroom

- Ensure recording device is in a safe and stable place.
- Position recording device with the teacher on one side of the screen and the children on the other side of the frame.
- Make sure there is enough light. If your recording device is facing a light source, like a window, people in your video may be hard to see. Reposition the recording device to make sure there is available lighting.
- Be sure to get quality audio. Position the recording device to record voices as clearly as possible. The closer the camera to the sound source the better quality it will be.



A Higher Education Collaborative for  
Head Start and Early Childhood Teaching

## Video and CORP Reflection Guide

### 1. Reflect and Share Video

Watch your video. It is important to view the recording as soon as possible, perhaps on the same day it is made, or the next day, so that your memory is fresh and you can readily recall what you were thinking or feeling during the taping. Be sure to set aside sufficient time to analyze the video.

Write a self-reflection and type it in the comment section along with your video on Coaching Companion, to share with your CORP (see rubric below). A high quality comment will be at least 4 to 6 sentences long and will include:

- **Setting the Stage/Planning:** What strategy were you focused on in this clip and what was the child outcome(s)? *Be specific about why you chose to focus on this strategy for your clip and specific about the child outcomes (e.g., from your state's early learning guidelines or the Head Start Early Learning Outcomes Framework).* Please briefly describe how you had planned to implement the strategy in your setting. Be specific about the development of your plan to accomplish this goal.
- **Objective and Specific Observation:** A brief statement of what you observe and your impression while viewing the video clip. Be specific in describing exactly how you enacted this strategy. *How do you observe the children responding to you?* Be specific.
- **Reflection/Analysis/Self-Assessment:** Include a judgment of how well you implemented the strategy. Are there any specific factors that you think influenced the interaction? Was a particular part hardest for you? What else could you have done in this moment or in other moments during your day?
- **Plan for Improvement:** What might you do next time to implement this strategy (or a related strategy) in a more intentional way?

My students are required to demonstrate an aspect of a framework that will support a child on the autism spectrum.

Shift to an emphasis on evidence-based practices for supporting children on the autism spectrum

Select a persona

Identify and learn about a practice that would be appropriate for that child (AFIRM Modules)

Building on the interests of that child, develop a plan for how to support language and social-emotional development using the practice. Include duration, materials, sequence, & follow-up.

Consider how to use the same practice in activities at home.



My biggest change is to the observation and assessment course which is also the first practicum within our degree. The students must complete case studies on children after watching them for an extensive period of time.

The case studies include looking at children in a classroom setting and follow specific guidelines. The students who are employed will be able to continue to observe the child. The students at home with a child can build a case study as well. The challenge comes when they have no access and do not want to take an incomplete. Although I have searched, I have not had any luck finding videos of children that allow a student to watch the child for an ongoing period of time or for at least a few hours. - Margaret



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Case study: Draco  
from CO Dept of  
Education Results  
Matter Library



# Draco Case Study: Using a Series of Videos for Observation

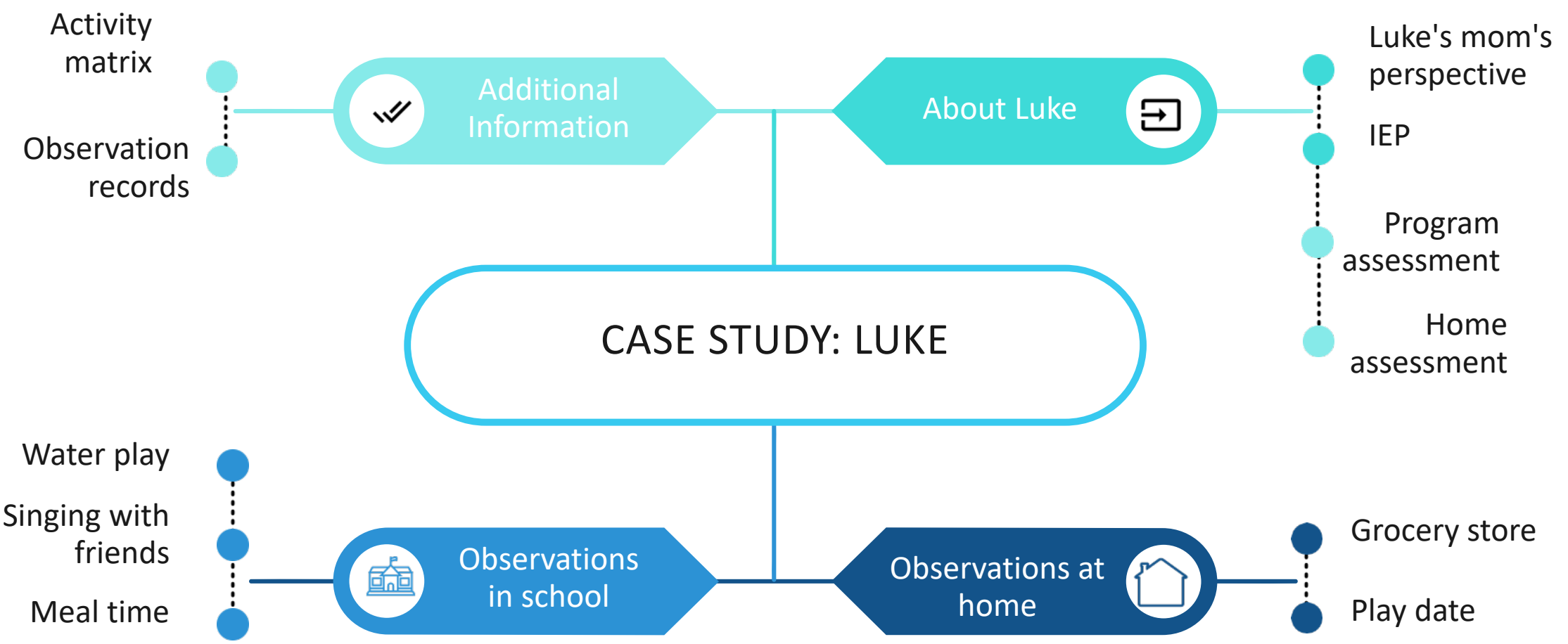
- Watch a series of videos of Draco participating in a range of routine classroom activities
- Take notes on his strengths and areas where he would benefit from additional support (e.g., social communication)
- Re-watch the videos making note of practices that could be used during each activity/video to facilitate Draco's' learning and development
- The series of videos are available on the *Results Matter Video Library - Practicing Observation, Documentation and Assessment Skills* website and can be downloaded or watched online.

[https://www.cde.state.co.us/resultsmatter/rmvideoeoseries\\_practicingobservation2](https://www.cde.state.co.us/resultsmatter/rmvideoeoseries_practicingobservation2)

# Case study: Luke from CONNECT Module 1









As part of my assignment, students need to use a developmental checklist or scale to assess an individual child.

- Select a persona
- Review state early learning guidelines/standards to see what might be expected
- Identify prerequisite skills
- Develop plans for how to promote both fine motor and social-emotional development through classroom and home routines



# Do your students need to interview a parent or a guardian?



Having effective conversations with families:

- View videos from CONNECT Module 4: Family-Professional Partnerships that demonstrate how to have conversations with a family at three stages of relationship building
- Complete a checklist while observing that focuses on key points of relationship building.
- Consider what was learned about each child.

## I want my students to

- Understand the assets for children of being bilingual
- Understand the phases of second language acquisition for children who are dual language learners
- Understand how to support children who are dual language learners in inclusive early childhood classrooms



Home » Culture & Language

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### Families Support Their Children Who Are Dual Language Learners

Parents and families are key to holding high expectations and supporting home language development for their dual language learners (DLLs). Families can promote positive experiences for these young children by emphasizing their strengths, including cultural and linguistic strengths. They also provide learning supports necessary to succeed in school. These DLL Toolkit resources can assist families in supporting the learning and development of their young children.

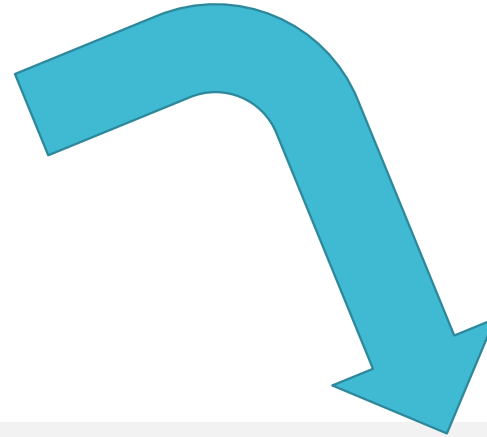
#### Importance of Your Language and Culture

- Key Research Directs Our Work [PDF, 261KB]
- The Importance of Home Language Series

#### Understanding Home Language and English Language Development

The video below explains how knowledge and concepts learned in the home language transfer to English and what issues families of DLLs face. Discover basic strategies families and teachers can use to support home language development.

Home Language for Success in School and Life



### Stages and Strategies of Preschool Second Language Acquisition: The Soyul & Teacher Yvette Video Series ▶ PLAY ALL



Soyul & Teacher Yvette Video Series Preview

Teaching At The Beginning Vi...  
699 views • 2 years ago



Video 1: Soyul & Teacher Yvette...Adventures in ...

Teaching At The Beginning Vi...  
1.5K views • 2 years ago

CC



Video 2: Soyul & Teacher Yvette...The Stages of ...

Teaching At The Beginning Vi...  
1K views • 2 years ago

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Video 3: Soyul & Teacher Yvette... Relationships, ...

Teaching At The Beginning Vi...  
575 views • 2 years ago

CC



I give up! It  
can't be  
done  
online!!





Independent study  
more useful than  
contact hours, study  
finds



# Possible independent study components



Select topic



Complete study



Bulleted handout to share



Summarize learning



Share with other students

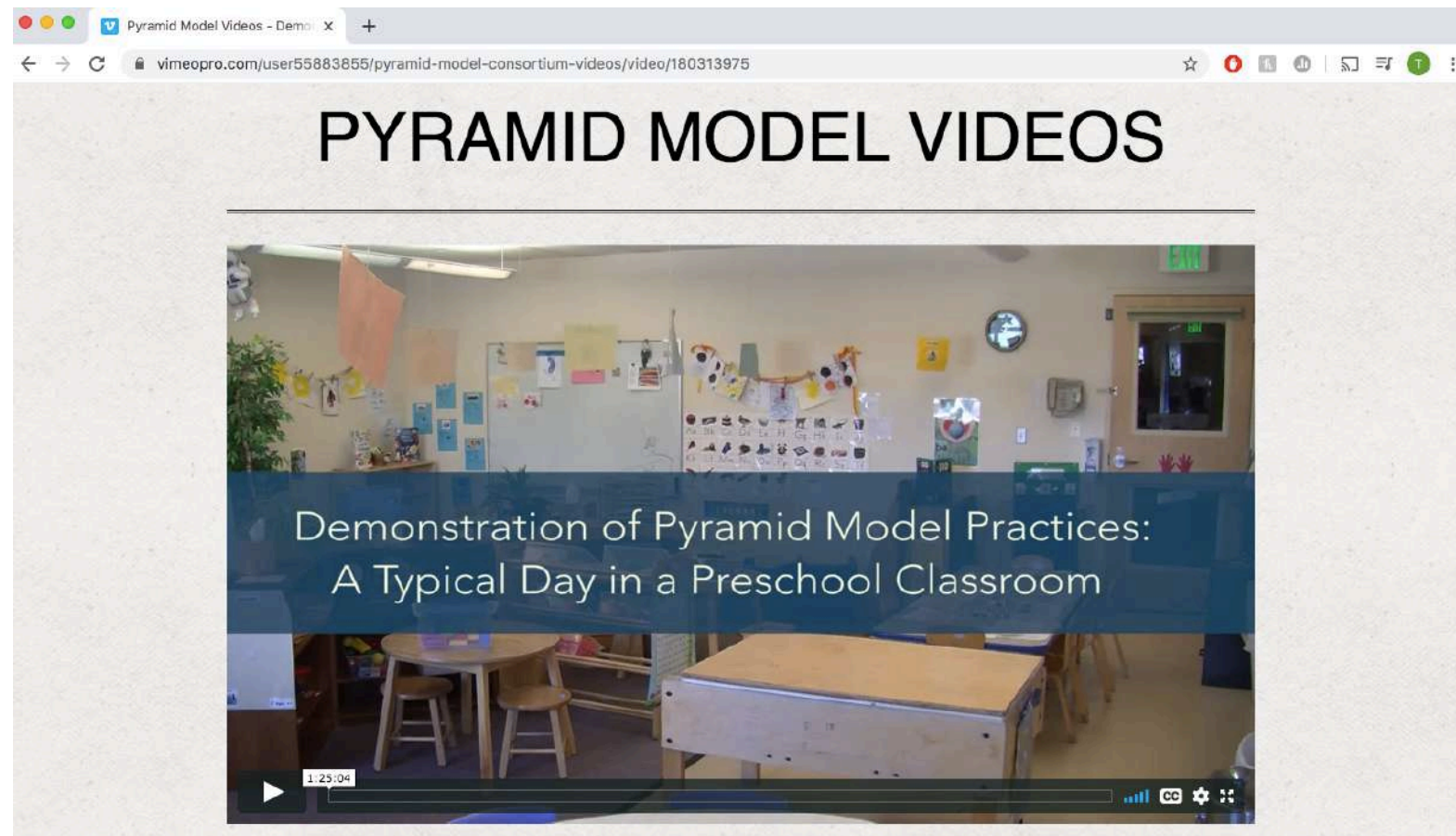
Do you have  
an assignment  
like this?

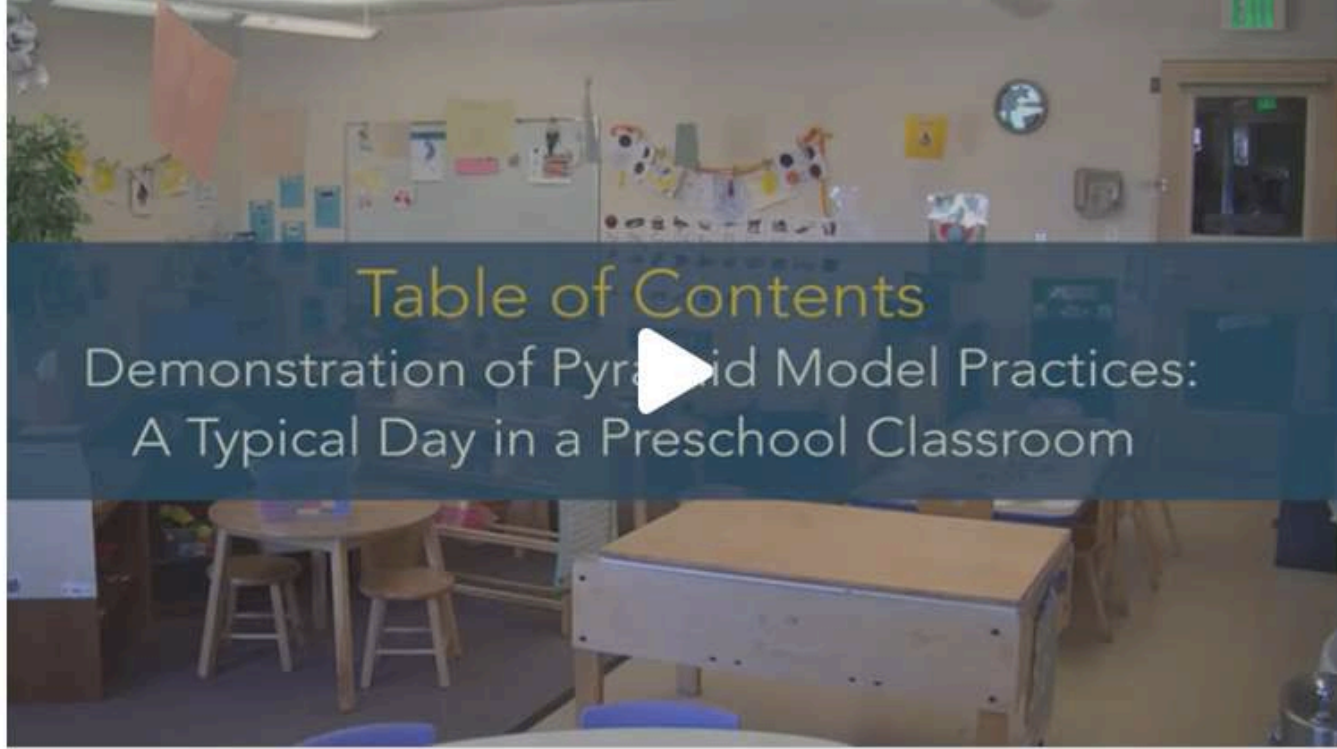
Observe a child in the  
classroom (over many weeks).

Create lesson plans to address  
this child's areas of strength  
and areas of need.

## Observing in Classrooms – ONLINE!

Use videos that are 10+ minutes. Have students watch the videos multiple times with different lenses.





00:00

1:25:03

- 20:23  
Open-ended
- 23:25  
Open-ended
- 27:21  
Multiple-choice
- 38:19  
Open-ended
- 40:21

[Assign](#)

[Edit](#)

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[Delete](#)

# Use EdPuzzle



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



**FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE**



**ECE 102 Kindergarten Observation 3**

5.4K views - Apr 16, 2014  
YouTube › Amber Garcia



**Preschool Observation Part 1**

20K views - Apr 21, 2014  
YouTube › Tiffany Harrison



**Day Care Observation Video #3**

35K views - Apr 25, 2017  
YouTube › A&L



**Observation**

157 views - May 15, 2012  
YouTube › 9moeai



**Day Care Observation Video #1**

138K views - Feb 25, 2017  
YouTube › A&L



**Children Center Observation Video One**

23:15



**Classroom Observation and Conflict**

2:37



**ECE 102 Observing Kindergarten**

25:20



**Classroom Observation 1**

19:16



**Observation Techniques Used in the Early Childhood Classroom (Practicum 1)**

10:04

<https://www.bing.com/videos/search?q=Preschool+Classroom+Observation&&view=detail&mid=41BE0B41A98056F98B4741BE0B41A98056F98B47&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DPreschool%2BClassroom%2BObservation%26FORM%3DVDMHRS>



Longer video footages

Use an assessment with a child (e.g., PALS Pre-K, Batelle Inventory, Trans-Disciplinary Play Based Assessment).



How can we recreate this online?

Do you have an assignment like this?



The image shows a digital chalkboard interface with a video call overlay. The chalkboard has a toolbar at the top with various drawing and editing tools. The main area contains a grid of letters and a blue rectangular box.

T	O	J	A	H
K	<u>Sh</u>	V	I	P
Z	L	C	Th	U

Below the grid is a blue rectangular box with a white border and a small white circle in the center. Below the box is the text "Ch".

The video call overlay shows two participants: a woman in the top window and a young girl in the bottom window.

# Assessing Children over Video



USE ZOOM, SKYPE,  
FACETIME

## Other options

- Allow students to “assess” adults
- Have students brainstorm ways to keep children engaged in assessment.
- Provide video examples of others assessing children with the tool where possible.

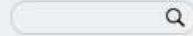




# Online teaching tools and techniques

Mix it up





## Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

[LEARN MORE](#)



### COURSE SPECIFIC RESOURCES

Find free high quality resources to enhance coursework and practica. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

[LEARN MORE](#)



### TOOLS FOR ENHANCING PROGRAM QUALITY

Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

[LEARN MORE](#)



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