CONNECT Professional Development Modules: Infusing Diversity and Inclusion into NAEYC Professional Preparation Standards

Alison Lutton, NAEYC
Pam Winton & Virginia Buysse, CONNECT, UNC-CH
Johnna Darragh, Heartland Community College
Susan Fowler, University of Illinois, Urbana-Champaign
Nancy Grausam, Pennsylvania College of Technology

NAEYC PDI
June 12, 2011
Agenda

- Welcome
- Overview of new NAEYC standards
- Overview of CONNECT project and modules
- Faculty panelists
- Table activity
- Next steps
- Thank you and evaluations
Goals of Our Session

LEARN
how faculty are using CONNECT modules to support NAEYC standards

APPLY
to your work
Alison Lutton
Senior Director
Higher Education Accreditation & Program Support

Presentation Co-Sponsor

CONNECT
The CONNECT Team

Investigators

Pam Winton
Principal Investigator
University of North Carolina

Virginia Buysse
Co-Principal Investigator
University of North Carolina

Beth Rous
Co-Principal Investigator
University of Kentucky

Staff

Dale Epstein
Module Coordinator

Jonathan Green
E-Communications Director

Chih-Ing Lim
Project Coordinator

Cici Sidor
Online Product Manager

Patti Singleton
Instructional Design Specialist

Heidi Hollingsworth
Research Associate

Jay Hargrove
Admin. Assistant
Meet the Faculty Presenters

Nancy Grausam
Assistant Professor
Pennsylvania College of Technology

Johnna Darragh
Professor
Heartland Community College

Susan Fowler
Professor
University of Illinois at Champaign-Urbana
New 2010 standards include increased emphasis on diversity and inclusion in each standard.
What should early childhood teachers know and be able to do?

1. Promote child development and learning
2. Build family and community relationships
3. Observe, document, and assess to support young children and their families
4. Use developmentally effective approaches
5. Use content knowledge to build meaningful curriculum
6. Become a professional
How do we really know what our students know and can do?

As early childhood teacher educators, can standards provide a frame for our own playful, reflective, responsive teaching?
Using standards as a frame for reflective, responsive teaching and learning

Design learning opportunities and key assessments aligned with NAEYC Standards

Collect data on student performance

Analyze and use student performance data to improve teaching and learning
Strengthen the learning experiences and assessments to support deep understanding of child development

- NCATE 2010
Integrate clinical practice into every facet of teacher education - NCATE, 2010
Align with NAEYC and DEC Personnel Preparation Standards

Personnel Preparation Standards

The content and resources of Module 1: Embedded Interventions align with the standards of national professional organizations for associate and baccalaureate personnel preparation programs.

CEC/DEC Initial Standards

Knowledge and Skill Base for Early Childhood Special Education/Early Intervention (Birth to age 6)

CEC/DEC Initial Standards

NAEYC Standards for Initial and Advanced Early Childhood Preparation Programs

NAEYC – National Association for the Education of Young Children

Learning Objectives for Module 1: Embedded Interventions

After completing the module and accompanying activities, learners will be able to:

1. Explain what is meant by embedded interventions to promote participation in inclusive settings.

2. Use a decision-making process to help the child participate more fully in an inclusive setting through embedded interventions.
Overview of FREE CONNECT Modules
Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice
PD providers are expected to incorporate EBP into PD.
Evidence-Based Practice is......

A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Innovation: An Approach for Incorporating EBP into PD

5 Step Learning Cycle – Process for Making Evidence-Based Practice Decisions
CONNECT Modules: Practice-focused approach

Research-Based Practices
Our Target Audience

• 2-year and 4-year college faculty
• Other professional development providers
Now Available

- Module 1: Embedded Interventions (English & Spanish versions)
- Module 2: Transition (English & Spanish versions)
- Module 3: Communication for Collaboration (English & Spanish versions)
- Module 4: Family-Professional Partnerships (English & Spanish versions)
- Module 5: Assistive Technology Interventions

COMING SOON

- Dialogic Reading
- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-7
## CONNECT Modules: Connecting Standards to Practices

<table>
<thead>
<tr>
<th>Defining Feature of Inclusion</th>
<th>Standards</th>
<th>CONNECT Modules / Evidence-Based Practice</th>
</tr>
</thead>
</table>
| **ACCESS**                   | **CEC/DEC Standards #5, 6, & 7:**<br>- Learning Environments and Social Interactions<br>- Language<br>- Instructional Planning  
**NAEYC Standards #1 & 4:**<br>- Promoting Child Development and Learning  
- Using Developmentally Effective Approaches to Connect with Children and Families | Module 5: Assistive Technology |
| **PARTICIPATION**            | **CEC/DEC Standard #4:** Instructional Strategies  
**NAEYC Standard #4:** Using Developmentally Effective Approaches to Connect with Children and Families | Module 1: Embedded Interventions  
Module 6: Dialogic Reading  
Module 7: Tiered approach- Social emotional development |
| **SUPPORTS**                 | **CEC/DEC Standard #10:** Collaboration  
**NAEYC Standard #2:** Building Family and Community Relationships | Module 2: Transition  
Module 3: Communication for collaboration  
Module 4: Family-professional partnerships |
Quick Tour: About CONNECT Modules

by FPGUNC

About CONNECT Modules

4-minute video
Module 1: Embedded Interventions
Module 1: Embedded Interventions

Child Development

Methods and Materials for Preschoolers

Methods and Materials for Infants and Toddlers

Young Children with Special Needs
Benefits of Using the Module

- Demonstrate best practices in inclusion
- Enhance learning opportunities for the NAEYC accreditation process
Child Development

Used activities and videos to demonstrate social development
Methods and Materials for Preschoolers

Used videos and handouts to help students design learning environments.
Methods and Materials for Infants and Toddlers

Used videos to demonstrate embedding skill development into daily routines.
Young Children with Special Needs

Module 1: Embedded Interventions

- Step 1: Dilemma
- Step 2: Question
- Step 3: Evidence
- Step 4: Decision
- Step 5: Evaluation

Used the 5-step process to organize the module
Module 2: Transition
Benefits of Using the Module

Synthesized key topics on transition

Home visits

Adaptations & supports

Creating respectful environments

Partnering with families
Benefits of Using the Module

Bronfenbrenner’s Ecological Systems Theory

Bridges Theory to Practice
Benefits of Using the Module

Realistic dilemmas and demonstrations of practice

Help transform my teaching

Step 1: Dilemma  >  Step 2: Question  >  Step 3: Evidence  >  Step 4: Decision  >  Step 5: Evaluation
Module 3:
Communication for Collaboration
Susan Fowler
Professor
University of Illinois at Champaign-Urbana

Graduate (Special Ed)

Module 3: Communication for Collaboration

Capstone Course (MA)
Benefits of Using the Module

Research to Practice

http://www.flickr.com/photos/barnabywasson
Students implement EBP in practica setting or classroom

Evaluate ease of implementation

Evaluate outcome of practice
Benefits of Using the Module

Accessible Research

Clear Definition of Practice
Benefits of Using the Module

Delineation of practices into strategies

Checklist for monitoring use of practice

Communication Strategies Observation Checklist

This checklist is designed to be used to observe and identify basic communication practices. For each item, check each time you observe a practice in the box provided. Make notes in the space provided about examples you observed within each of the 3 broad categories.

Communication Strategies Observation Checklist

Body Language

Using posture, eye contact, gestures, and other non-verbal movements to show openness, interest, and concern.

Attending and Active Listening

Physical posture relaxed, open body language, open eyes, and open ears.

Reflecting content and feelings

Using your own words to identify the content, feelings, or feelings of the speaker in a way that you understand.

Encouraging and affirming

Encouraging the speaker to continue, commenting about the strengths and accomplishments of the speaker.

Reflecting feelings

Expressing your feelings about the speaker's words and ideas in a way that is supportive.

Checklist for monitoring use of practice

Attending and Active Listening

Physical posture relaxed, open body language, open eyes, and open ears.

Reflecting content and feelings

Using your own words to identify the content, feelings, or feelings of the speaker in a way that you understand.

Encouraging and affirming

Encouraging the speaker to continue, commenting about the strengths and accomplishments of the speaker.

Reflecting feelings

Expressing your feelings about the speaker's words and ideas in a way that is supportive.
Module 4:
Family-Professional Partnerships
**Young Children with Special Needs**

Module 4: Family-Professional Partnerships

Teach about partnership-oriented practices
## Benefits of Using the Module

<table>
<thead>
<tr>
<th>NAEYC A.A.S. Accreditation Standards</th>
<th>CONNECT Activities Learning Opportunities</th>
<th>EDU 230: Young Children with Special Needs Course Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2: Building Family and Community Relationships</strong></td>
<td><strong>Module 4: Family-Professional Partnerships</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2a:</strong> Knowing about and understanding family and community characteristics</td>
<td><strong>Video 4.2:</strong> Family Viewpoint</td>
<td>Parent Interview Agency Resource Guide Final Exam: Case Study-Group</td>
</tr>
<tr>
<td></td>
<td><strong>Video 4.4:</strong> Starting a Relationship</td>
<td></td>
</tr>
<tr>
<td><strong>2b:</strong> Supporting and empowering families and communities through respectful, reciprocal relationships</td>
<td><strong>Videos 4.5 - 4.7</strong></td>
<td>Parent Interview Agency Resource Guide Final Exam: Case Study-Group</td>
</tr>
<tr>
<td></td>
<td><strong>Handout 4.2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2c:</strong> Involving families and communities in their children’s development and learning</td>
<td><strong>Activities 4.1a through 4.7a:</strong> and <strong>Handout 4.3</strong></td>
<td>Parent Interview Exams, Quizzes Disability Report Agency Resource Guide Final Exam: Case Study-Group</td>
</tr>
</tbody>
</table>

Grausam, N. (2011), Assistant Professor of Early Childhood Education, PA College of Technology, EDU 230-Young Children with Special Needs Course Syllabus
Benefits of Using the Module

Provide authentic dilemmas and examples of working with families

Prepare students to work in partnerships with families
NAEYC A.A.S. Accreditation Standards

2a: Knowing about and understanding family and community characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

Using module components as learning opportunities for the standards

Module 4: Family-Professional Partnerships
Sequence of classroom activities

- Reframing activity using a vignette
- Building an awareness of reciprocity
  - Dilemma videos (Videos 4.1 and 4.2)
- Family panel visits class
Sequence of classroom activities

Family Interview
- Pre-requisites
- Demonstration videos (Videos 4.4-4.7)
- Audios 4.1-4.6

Develop an agency resource guide

Revisit the reframing vignette
Next Steps and Ways to Stay Connected
Join Our Discussions
http://community.fpg.unc.edu/discussions/home/discussions/connect-modules

CONNECT Modules: Using CONNECT Modules to teach graduate students how they can use evidence based practices

Posted by Susan Fowler at Nov 18, 2010 | Permalink
Filed under: CONNECT Modules, evidence-based practice

Susan Fowler, Professor in Special Education at the University of Illinois at Urbana-Champaign, shares some of her insights on using Module 3: Communication for Collaboration to teach about evidence-based practice.

Community Questions
How do you teach students about using evidence-based practices?
How have you used Module 3: Communication for Collaboration?
How do you envision using the module?

Embedding Module 1 into a College Course

Posted by Johna Dansch at Jun 31, 2010 | Permalink
Filed under: CONNECT Modules

Learn how one faculty embedded Module 1 into both online and face-to-face classes as well as both early childhood and early childhood special education classes.

CONNECT Modules are designed using an evidence-based practice approach to professional development. Module 1: Embedded Interventions includes over 20 videos and activities, and handouts. This month, instructors from both college and in-service training settings share how they incorporated Module 1 into their professional development activities. Your questions and comments are invited.

CONNECT Modules: Using Module 4 Family-Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards

Posted by Nancy Grausam at Feb 25, 2011 | Permalink
Filed under: CONNECT Modules, family

Nancy Grausam from the Pennsylvania College of Technology discusses how she is currently using Module 4 and shares about the relevance and usefulness of the module for her and her learners.

Community Question
How have you engaged students to learn effective practices for building relationships with families? How have you used Module 4: Family-Professional Partnerships?
Pre-conference workshop
November 16, 2011, National Harbor, MD

CONNECT Team plus:
Faculty Team: Pip Campbell (Thomas Jefferson University), Susan Fowler (University of Illinois- Champaign-Urbana), Rena Hallam (University of Delaware), Sharon Palsha (University of North Carolina-Chapel Hill)

Come Join Us
More Ways to CONNECT

Now Available

- Module 1: Embedded Interventions (English and Spanish versions)
- Module 2: Transition (English and Spanish versions)
- Module 3: Communication for Collaboration (English & Spanish versions)
- Module 4: Family-Professional Partnerships (English & Spanish versions)
- Module 5: Assistive Technology Interventions

COMING SOON

- Dialogic Reading
- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-7

http://community.fpg.unc.edu/connect-modules
Thank you & Evaluations