

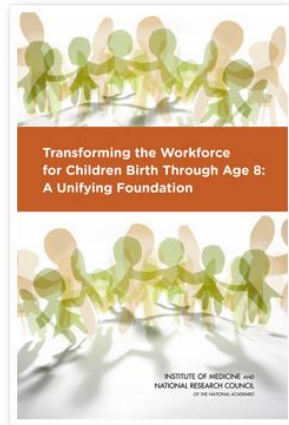
Using the Pennsylvania Early Childhood Syllabus Rubric to Enhance Quality: Part 2

Camille Catlett

Frank Porter Graham Child Development Institute
University of North Carolina

Tuesday, February 9, 2021





Developmentally Appropriate Practice

Power to the Profession

Professional Standards
and Competencies for
Early Childhood Educators

Pennsylvania Early Childhood Syllabus Rubric Correlation – page 2

INDICATOR	PENNSYLVANIA								
	Infant-Toddler Standards	Pre-K Standards	K-1-2 Standards	CKCs	Keystone STARS Perf. Stds.	PA Eng. Lang. Prof. Stds.	Danielson Framework	Family Engagement Framework	Pre K-4 Program Guidelines
10. Developmentally, culturally, and individually appropriate curriculum and instruction (differentiated, equitable, individualized, reflective, responsive)	X	X	X	Curriculum & Learning Experiences	X	X	Domains 1, 2, 3,	X	Curriculum
11. Effective child and classroom management (promoting equity & belonging, positive climate, positive behavior support, challenging behavior, guidance)	X	X	X		Staff Qualifications & PD		Domains 1, 2	X	Behavior, Field Experiences, Student Teaching
12. Children with disabilities and inclusion (IFSPs, IEPs, individualizing, scaffolding, special needs)	X	X	X	Child Growth & Development	Partnership with families, communities		X	X	<u>Accommod. & Adaptations</u>
13. Children who are culturally, racially, and/or ethnically diverse	X	X	X	Curriculum & Learning Experiences	Staff Qualifications & PD		X	X	Diversity
14. Children who are dual language learners (second language acquisition, linguistic diversity, dialect)	X	X	X	Curriculum & Learning Experiences	Staff Qualifications & PD	<u>Stds 1-5</u>	X	X	<u>Accommod. & Adaptations</u>



All → each
and every

Pennsylvania Early Childhood Course Syllabus Rubric

Date: _____ Course Number: _____ Course Title: _____ Institution Name: _____

Indicators Syllabus includes explicit emphasis on:	Where is the Indicator Found? What is the Level of Emphasis?						Notes
	Basic Syllabus Components			Course Content (e.g., course calendar, videos, case studies, guest speakers, discussion, role plays)	Assignments		
	Course Description	Outcomes/ Objectives	Texts*, Readings, Resources		Knowledge Acquisition (e.g., test, research, summary)	Knowledge Application (e.g., projects, practice-based assignments)	
1. Principles of child development and learning							
2. Observing and recording children’s behavior and progress							
3. Supporting young children through environments, interactions, and play							
4. Language and literacy							
5. Math, science, technology, and social studies							
6. Creative thinking and expression							
7. Health, wellness, and physical development							
8. Supporting social and emotional development and infant mental health							
9. Partnerships with families and communities							
10. Developmentally, culturally, and individually appropriate curriculum and instruction							
11. Effective child and classroom management							

Date: _____ Course Number: _____ Course Title: _____ Institution Name: _____

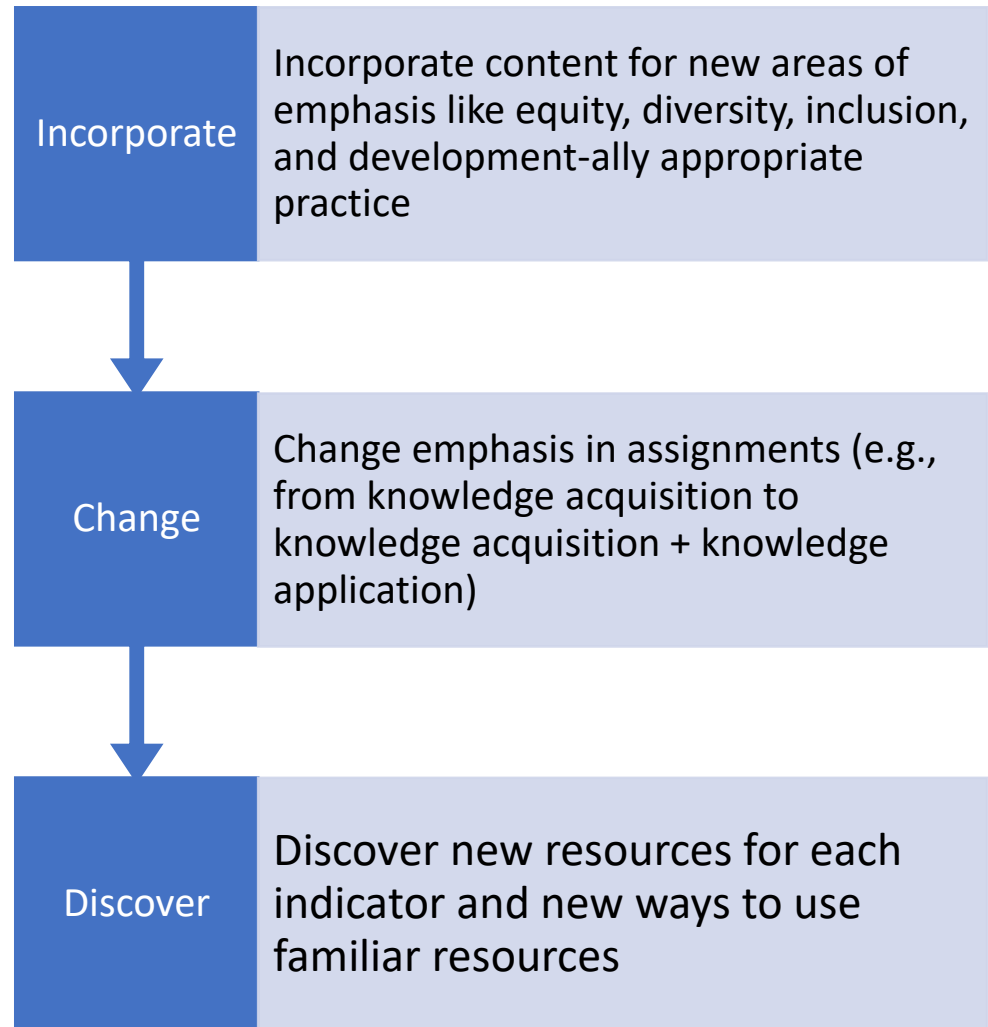
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12. Children with disabilities and inclusion							
13. Children who are culturally, racially, and/or ethnically diverse							
14. Children who are dual language learners							
15. Promoting resilience for children with adverse life circumstances and experiences							
16. Maintaining a commitment to professionalism							
17. Managing an effective program							
18. Infants and toddlers (birth up to age 3)							
19. Preschool-aged children (3 - 5)							
20. Early elementary-aged children (age 5 – Grade 4)							

Definition of Professional Development

“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....



Enhancements based on using the PA Rubric



A large field of white umbrellas, viewed from a low angle, creating a sense of depth. In the center of the field, one umbrella is a vibrant blue, standing out from the rest. The text "Incorporate new content" is written in bold black font across the blue umbrella.

**Incorporate new
content**

Dilemmas of daily practice

On the One Hand—On the Other Hand

Dilemma	On the one hand	On the other hand	Possible strategies for resolving these differences (what would you do?)
#4	A parent maintains that her one-year-old is toilet trained. At home the baby does not wear diapers or complicated clothing. Opportunities to use the toilet are provided regularly by the mother at home; thus, the baby has few or no “accidents”. The parent expects the same arrangement in the childcare setting.	The caregiver feels certain that the parent is trained, not the baby. To the caregiver, a child must be old enough to go to the toilet independently, wipe, wash hands, and so forth. The caregiver feels strongly that she has neither the time nor the relationship with the baby to use the family’s techniques in the care setting.	What do the NAEYC frameworks say about this?

Culturally Responsive Teaching



Figure 1 | Eight Competencies for Culturally Responsive Teaching



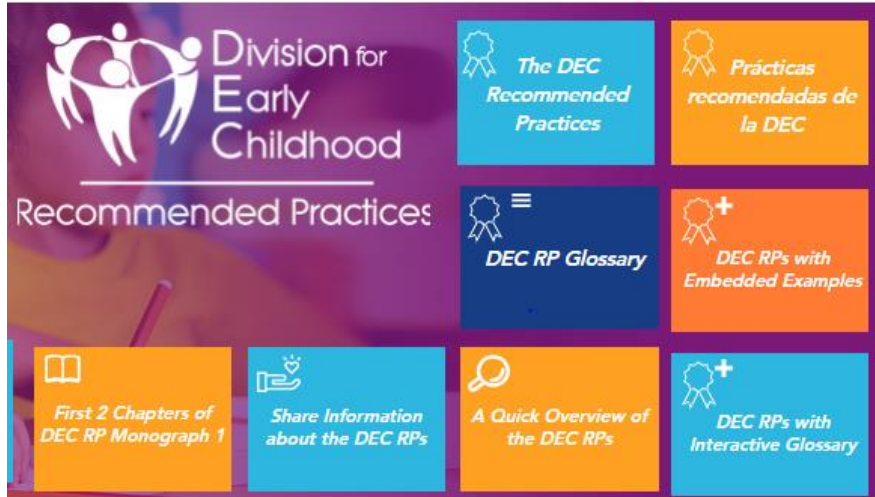
NEW AMERICA

Watch “The Look”



Consider:

- Have you ever gotten “the look?” Or been with someone who has?
- Have you ever given “the look?”
- What do the NAEYC positions (equity, DAP) say about biases?
- What insights have you gained from this video about being a culturally responsive educator?



DEC Recommended Practice Tools



Family-Centered Practices Checklist

This checklist includes the kinds of practitioner helping behavior that are indicators for interacting with and treating parents and other family members in a family-centered manner. The practices are used as part of engaging parents and other family members in child, parent-child, parent, and family interventions.

The checklist indicators can be used by a practitioner to plan interactions with parents or other family members as part of any assessment or intervention activity. The checklist rating scale can be used to do a self-evaluation to determine if the family-centered practice characteristics were used during practitioner-family interactions.

Practitioner: _____ Child: _____ Date: _____

Please indicate which family-centered characteristics you were able to use as part of interactions with family members:	Seldom or Never	Some of the Time	As Often As I Can	Most of the Time	Notes
	(0-25%)	(25-50%)	(50-75%)	(75-100%)	
1. Treat family members in ways that are respectful of personal and cultural beliefs and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Provide family members complete and unbiased information in order for them to make informed choices and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Be responsive to the family's unique life circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Be nonjudgmental about family choices and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Together with the family develop a plan that is responsive to family concerns and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Work with the family in a collaborative manner to obtain family prioritized supports and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use family member strengths and existing abilities for obtaining resources and supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Provide family members support and guidance as part of their engagement in obtaining supports and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The DEC Recommended Practices are available at <http://www.dec-sped.org/recommendedpractices>
 Access this checklist and other ECTA Center products at <http://www.ectacenter.org/decpr/>
 Copyright © 2015 Early Childhood Technical Assistance Center

- Use checklist while watching a video: which practices did you see?
- Ask students to identify ways in which they could implement these practices virtually?
- Connect with C2P2 or P3D to see about accessing families who have a child with a disability for students to interview. Ask students to design questions, then self-assess using the checklist.

Intersectionality

Individually Appropriate Practices

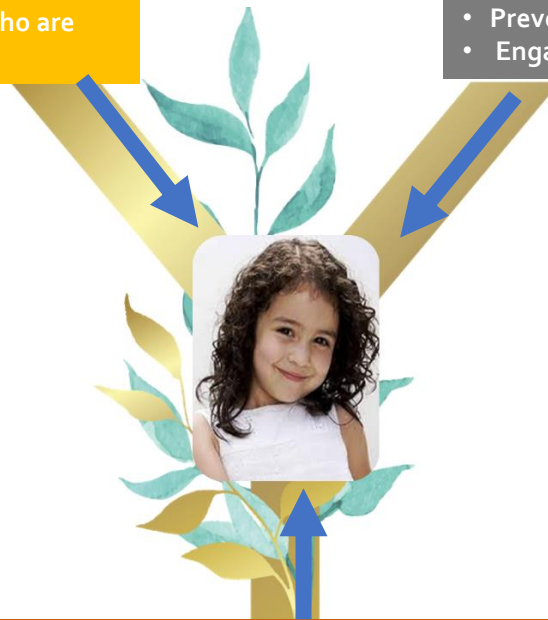
- DEC Recommended Practices
- Culturally Responsive Teaching
- Practices for Supporting Children who are Dual Language Learners

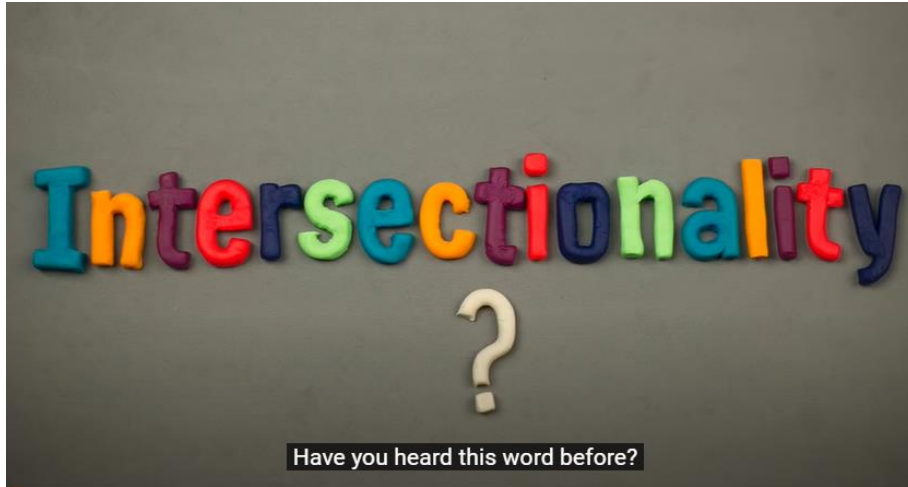
Social and Cultural Contexts

- Building Resilience
- Preventing Suspensions & Expulsions
- Engaging Each & Every Family

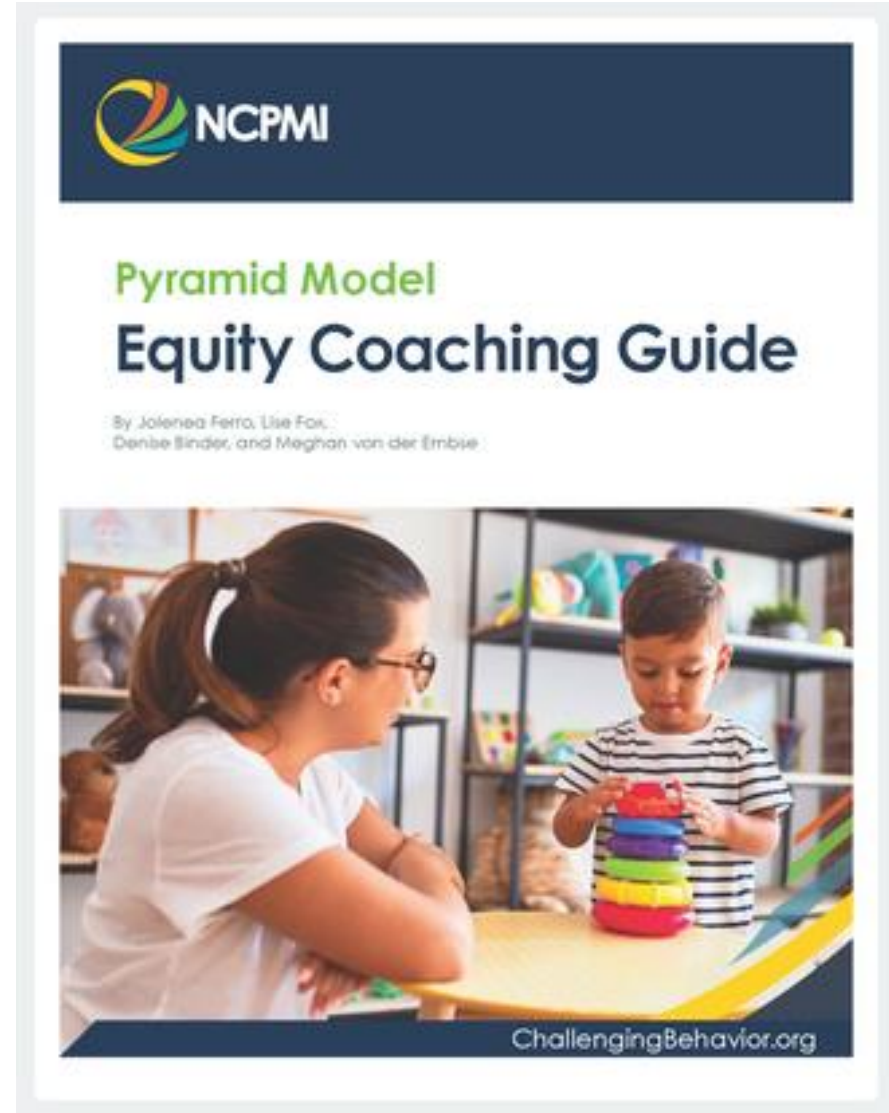
Processes of Child Development and Learning

State Early Learning Standards & Guidelines





Pyramid model practices +
culturally responsive, equity
strategies



Developmentally Appropriate Practice (DAP) Position Statement



[Home](#) / [Resources](#) / [Position Statements](#) / [Developmentally Appropriate Practice \(DAP\)](#) / [Developmentally Appropriate Practice \(DAP\) Position Statement](#)

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.

[Download the Statement \(PDF\)](#)
[Descargue la Declaración en Español \(PDF\)](#)

[English](#)

[Español](#)

Developmentally Appropriate Practice

[Purpose](#)

[Statement of the Position](#)

[Defining Developmentally Appropriate Practice](#)

[Core Considerations to Inform Decision Making](#)

DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

[Developmentally Appropriate Practice \(DAP\) Position Statement](#)

- ▶ [Purpose](#)
- ▶ [Position](#)
- ▶ [Defining DAP](#)
- ▶ [Core Considerations](#)
- ▶ [Principles of Child Development and Learning](#)
- ▶ [Guidelines for DAP](#)
- ▶ [Creating a Community of Learners](#)
- ▶ [Engaging in Community Relationships](#)
- ▶ [Observing and Assessing Children’s Development](#)
- ▶ [Teaching to Enhance Development and Learning](#)
- ▶ [Planning an Engaging Curriculum](#)
- ▶ [Demonstrating Professionalism](#)
- ▶ [Recommendations for Implementing DAP](#)

Guidelines for Developmentally Appropriate Practice in Action

4. Teaching to Enhance Each Child's Development and Learning

4. B.4 Educators are prepared to individualize their teaching strategies to meet the specific needs of individual children, including children with disabilities and children whose learning is advanced, by building upon their interests, knowledge, and skills. Educators use all the strategies identified here and consult with appropriate specialists and the child's family; they see that each child gets the adaptations and specialized services needed for full inclusion as a member of the community and that no child is penalized for their ability status.



What about asking
your students to
“shift” this activity?

Create a science activity
that will be fun for the
children with disabilities
in an inclusive 4th Grade
classroom.



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.

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?

Children who are Dual Language Learners

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



Ramon

Ramon is four years old and lives with his mom, dad, younger sister Maria, and his abuela. Ramon is the child most likely to come in from the playground with some living creature. At home he takes care of the family pets, and in the classroom, he frequently selects real, plastic, and stuffed animals to play with, especially dinosaurs.

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25-word site vocabulary. In his preschool classroom, Ramon is very quiet but watches intently to see what to do. He is picking up new labels in English every day. Ramon's parents are very eager for him become fluent in English so he can be successful in school and life.



The Importance of Home Language Series






School readiness and school success for children who are dual language learners are tied directly to mastery of their home language. This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know.

English versions

- [The Benefits of Being Bilingual](#)  [PDF, 379KB]
- [The Gift of Language](#)  [PDF, 365KB]
- [Language at Home and in the Community for Families](#)  [PDF, 1.0MB]
- [Language at Home and in the Community for Teachers](#)  [PDF, 503KB]















Support Learning English

Strategies for Caregivers and Teachers: How Caregivers and Teachers Support

- [Alphabet Knowledge and Early Writing](#)  [PDF, 1.0MB]
- [Background Knowledge](#)  [PDF, 1.2MB]
- [Book Knowledge and Print Concepts](#)  [PDF, 1.1MB]
- [Oral Language and Vocabulary](#)  [PDF, 922KB]
- [Phonological Awareness](#)  [PDF, 954KB]

Specific Strategies to Support DLLs When Adults Do Not Speak Their Language

Find tips classroom staff and home visitors can use when they do not speak the languages of the children in their care:

- [Creating Environments that Include Children's Home Languages and Cultures](#)  [PDF, 439KB]
- [What the Research Tells Us](#)  [PDF, 484KB]
- [Including Children' Home Languages and Cultures](#)  [PDF, 422KB]
- [Inviting and Supporting Cultural Guides and Home Language Models](#)  [PDF, 541KB]
- [Language Modeling with Dual Language Learning Infants](#)  [PDF, 407KB]
- [Language Modeling with Dual Language Learning Toddlers](#)  [PDF, 401KB]
- [Planning and Organizing Thematic Instruction](#)  [PDF, 609KB]
- [Supporting Dual Language Learners with Classroom Schedules and Transitions](#)  [PDF, 390KB]
- [Supporting English Language Development When Children Have Little Experience with English](#)  [PDF, 670KB]
- [Code Switching: Why It Matters and How to Respond](#)
- [How to Use Bilingual Books](#)  [PDF, 549KB] | [Spanish \(español\)](#)  [PDF, 574KB]
- [Selecting Culturally Appropriate Children's Books in Languages Other Than English](#)  [PDF, 1.0MB] | [Spanish \(español\)](#)  [PDF, 950KB]
- [Selecting and Using Culturally Responsive Children's Books](#)  [PDF, 3.0MB]

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

▶ PLAY ALL



2:33

Soyul & Teacher Yvette Video Series Preview

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



20:55

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

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

CC



17:29

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

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

CC



21:10

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

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

CC



Joseph

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph's mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph's family can trace their roots in North Carolina back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph's family shares both at home and in their place of worship.

In his NC Kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph's favorite thing. When it's time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is "boring" and doesn't relate to him. Joseph's teacher is very concerned about his lack of interest in the reading curriculum.

Oral Storytelling Skills Impact Reading Differently for African American Boys and Girls

Date Published: 06/21/2017



The oral storytelling skills of African American preschoolers make a difference in how quickly their reading skills develop, according to a new study from the **Frank Porter Graham Child Development Institute** (FPG) at the University of North Carolina at Chapel Hill. Researchers say the effect is much different for girls and boys.

“Knowing how to tell a clear and coherent story is an important skill for helping young children to develop strong reading skills, which, in turn, can help them to be successful across a number of different subjects in school,” said FPG advanced research scientist **Nicole Gardner-Neblett**. “Prior research suggests that historical and cultural factors foster strong storytelling skills among African American children, which has implications for their development as readers.”

Two years ago, Gardner-Neblett’s own research was the first to demonstrate **the connection between African American preschoolers’ storytelling abilities and their early reading skills in kindergarten**. That study found a

link between storytelling and reading only for the African American children, from households across income levels, but not for any other demographic group.

Stark differences in reading achievement exist between Black and White elementary schoolchildren, as does a gender gap in reading outcomes, with girls outperforming boys. Because of both disparities in achievement, Gardner-Neblett and FPG advanced research scientist **John Sideris** wanted to better understand if and how gender plays a role in the link between African American children’s storytelling skills and reading development.

Assignment Makeovers

Jake



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. In addition, Jake has just started attending a Head Start program.

At preschool, 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.

Acquisition



Use your state early learning guidelines to learn about the fine motor skills one might expect a 4-1/2-year-old to have

Use your state early learning guidelines to learn about the social-emotional capabilities one might expect of a 4-1/2-year-old

In the course discussion board, share ideas you have about the areas in which Jake's development is delayed. Consider the prerequisite skills it would be important to build for him to develop more age-appropriate capabilities.

Application

Consider all the routines that go on each day in Jake's Head Start classroom. Using an activity matrix, identify the ways in which you could make those routines opportunities for Jake to practice his fine motor and social-emotional skills.

Using what you know about Jake's interests, share three engaging small group activities that would build **both** his fine motor **and** social-emotional capabilities. Provide details including the duration of the activity, open-ended questions you might pose, etc.

Acquisition

Remind students of evidence sources for information about appropriate developmental expectations



Application

Dusty

This energetic 2-year-old lives with his grandparents, Mac and Mabel. 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 tantrums or is destructive, Mac says he’s just “ornery.” They’re both tired and frustrated, but also acknowledge how much they want Dusty to get a good start in life.

Dusty’s grandparents have very little information about appropriate expectations for a 2-year-old and are stumped as to why he won’t play quietly by himself for long periods of time. If they came to you for help, how would you share information with them about developmentally appropriate expectations? Knowing what you do about Mac and Mabel, what might be effective ways to support them and Dusty? Include the evidence source(s) you would draw upon in making your recommendation.



Use a current assignment, e.g., design a math or science learning center for a preschool classroom

BUT let your students know that Ramon, Jake, and Lainie are three of the children in that class. Their assignment will then be to design a learning center that will engage and support each child, including these three. You can also ask students to identify the evidence sources they drew their ideas from.

Assignment Makeover

ORIGINAL

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

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

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





MAKEOVER

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








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

SCRIPT-NC Webinar: Shifting Blackboards: Supports for Emergency Online Teaching, Adjusting Assignments, and Rethinking Field Experiences

March 2020

Recent emergency measures have forced many early childhood instructors to shift to online instruction. The purpose of this webinar is to provide ideas and supports to help in making those shifts. We'll offer ideas for content resources, share options for ways to use technology (e.g., to hold large and small group discussions), and suggest possibilities for alternatives to assignments (e.g., observation using videos instead of classrooms).

[Archived recording \(56 minutes\)](#)

-  [Webinar handout FINAL-rev.pdf](#)
-  [Shifting Blackboards PowerPoints_compressed.pdf](#)
-  [Infant-Toddler Personas Alignment Chart.pdf](#)
-  [Infant-Toddler Personas.pdf](#)
-  [Preschool-third persona alignment chart.pdf](#)
-  [Preschool Personas.pdf](#)
-  [k-3 Personas.pdf](#)

Resource Type: Webinar

Audience:

- [For faculty](#)

[+ ADD TO CITATIONS LIST](#)

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



HOME

ABOUT US

RESOURCES

Assignment Makeovers: From “I Know It” to “I Can Show It”

April 2019

Effective assignments need to provide learners with opportunities to both acquire and apply new knowledge and practices. This webinar will share new examples of tools for examining your assignments for these important dimensions and will feature multiple examples of assignment makeovers. Emphasis will be placed on preparing learners to support children of diverse cultures, languages, and abilities and their families AND to using evidence-based practices.

[Watch Recording \(streaming video, 58 minutes\)](#)



[Assignment Makeover 2019-rev.pdf](#)



[Assignment makeover handout- 2019-complete.pdf](#)



[Assignment Makeover-Participant-Practice.pdf](#)



[Assignment Makeovers and suggestions from the webinar.docx](#)

+ ADD TO CITATIONS LIST



Resources

- SCRIPT-NC
- NAEYC
- SURPRISE!



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



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.



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](#)


FACULTY WEBINARS

Access archived webinars, learn more about, and register for upcoming webinars.

[LEARN MORE](#)


MONTHLY NEWSLETTER

Access current and archived Natural Resources newsletters

[LEARN MORE](#)

How to Search for Resources

CHILD, FAMILY, AND COMMUNITY

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 Maltreatment and Trauma

Topic

☐ Accommodations and

13 Things Babies Learn When We Read With Them

ABOUT

This article contains 13 points that babies learn when parents read to them.
<http://families.naeyc.org/article/12-things-babies-learn-when-we-read-them>
Resource Type: Handouts/Tipsheets, Print
Topic: Family, Family Engagement, Literacy, Early Intervention

+ ADD TO CITATIONS LIST

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 Chance to Read

PUBLICATION DATE

2014

ABOUT

Narrow your search

Create your own resource list



NATURAL RESOURCES MONTHLY NEWSLETTER

Access current and archived Natural Resources newsletters. To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at camille.catlett@unc.edu

Natural Resources: Free resources for promoting and supporting child safety

ABOUT

A thoughtful colleague suggested the topic for this month's issue and encouraged specific attention to safety for young children with disabilities.

PUBLICATION DATE:

February 2021

Resource Type: Handouts/Tipsheets

Types of Diversity: Children with Disabilities

[+ ADD TO CITATIONS LIST](#)

Natural Resources: Free resources for supporting infants & toddlers & their families

ABOUT

In the last year or so, a number of new and excellent resources related to learning about and supporting infants and toddlers have been developed and made available at no cost. This issue shares several of them.

PUBLICATION DATE:

January 2021

Resource Type: Handouts/Tipsheets

[+ ADD TO CITATIONS LIST](#)

Natural Resources: Free resources for learning how to use questions to support learning

ABOUT

Open-ended questions, the ones that require more than one-word answers such as yes or no, can stimulate a child's thinking and help to develop their language skills. Open-ended questions encourage a child to focus and make meaning of their experiences and enable them to see various possibilities. The curated resources from this issue of Natural Resources provide examples that will connect rich, thoughtful questions to curiosity, vocabulary, and all domains of development.

PUBLICATION DATE:

December 2020

Resource Type: Handouts/Tipsheets

[+ ADD TO CITATIONS LIST](#)

Natural Resources: Free resources for learning about and using visual supports

ABOUT

Visual supports are an evidence-based practice that can support the engagement and participation of diverse young learners. Consider how to use the resources below to support children with disabilities, children who are dual language learners, children who are new to a setting, or any child who benefits from looking and learning.

PUBLICATION DATE:

November 2020

Topic: Embedded interventions - Inclusion

Resource Type: Handouts/Tipsheets

Types of Diversity: Children with Disabilities

[+ ADD TO CITATIONS LIST](#)

Register for the 2021 SCRIPT-NC webinars!



Using Technology to Build and Sustain Relationships with Students, Children, and Families

Tuesday, March 2, 2021, 2:00 – 3:30 PM EST

Many programs have shifted to hybrid or online teaching models for the foreseeable future. This presents unique opportunities for fostering relationships and building community that are different from those in the face-to-face classroom. Similarly, students need a new repertoire of tools and strategies for building meaningful connections with both children and families. This session will provide strategies for supporting three technology-assisted capabilities: 1) organizing online classes; 2) cultivating instructor-student and student-student relationships; and 3) preparing students to use technology effectively to support children and engage families. Strategies suitable for both synchronous and asynchronous environments will be shared. Presenter: Danielle Savory Seggerson (Lansing Community College, Michigan)

Register Now: <https://tinyurl.com/script-tech>



Explicit and Intentional: Building Emphasis on Culture, Race, and Equity into Early Childhood College Courses

Tuesday, April 20, 2021 2:00 – 3:00 PM EST

Explicit emphasis related to supporting the full and equitable potential of children who are diverse in terms of culture, race, language, ability, opportunity, and life circumstances is now called for by national publications, standards, competencies, and position statements. The challenge for early childhood instructors is how to authentically and intentionally infuse new evidence and practices in courses and field experiences. This session will highlight effective strategies for taking action to address culture, race, and equity as part of activities, experiences, and assignments.

Presenters: Cathy Collie-Robinson and Marye Vance (Durham Technical Community College, North Carolina) and the SCRIPT-NC team

Register Now: <https://tinyurl.com/script-equity>

NAEYC



Access position
statement landing
pads



Search for items of
topical interest

Advancing Equity Landing Pad

Advancing Equity in Early Childhood Education Position Statement



Resources / Position Statements / Advancing Equity in Early Childhood Education Position Statement

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

[Download the Statement \(PDF\)](#)
[Descargue la Declaración en Español \(PDF\)](#)
[下载中文立语声明 \(PDF\)](#)

[English](#) [Español](#) [中文](#)

Advancing Equity in Early Childhood Education

Purpose

Position

Recommendations for Everyone

Recommendations for Early Childhood Educators

Recommendations for Administrators of Schools, Centers, Family
Child Care Homes, and Other Early Childhood Education Settings

Recommendations for those Facilitating Educator Preparation and
Professional Development

Recommendations for Public Policymakers

The Evidence for this Position Statement

Principles of Child Development and Learning

The Social-Cultural Context of Child Development and Learning

Conclusion and Acknowledgements

Definitions of Key Terms

Endnotes

POSITION STATEMENTS

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[Equity Resources: Living the
Statement](#)

Code of Ethical Conduct and Statement
of Commitment

Developmentally Appropriate Practice
Position Statement

Professional Standards and
Competencies for Early Childhood
Educators



Resources to
incorporate in
teaching and
professional
development:
The evidence
for this
statement

Principles of Child Development and Learning

The Social-Cultural Context of Child Development and Learning

Endnotes

Equity Observation Tool

How did the educator(s) create a caring, equitable community of engaged young learners?	EXAMPLE(S)
<ul style="list-style-type: none"> By recognizing each child's unique strengths? 	
<ul style="list-style-type: none"> By fully including children with differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class? 	
<ul style="list-style-type: none"> By building trusting relationships with the children? 	
<ul style="list-style-type: none"> By nurturing relationships among children while building on their knowledge and skills? 	
<ul style="list-style-type: none"> By creating learning environments that are developmentally, culturally, and linguistically appropriate? 	
<ul style="list-style-type: none"> By using teaching practices that are developmentally, culturally, and linguistically appropriate? 	
<ul style="list-style-type: none"> By actively promoting children's agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development & curriculum)? 	
<ul style="list-style-type: none"> By scaffolding children's learning to achieve meaningful goals? 	
<ul style="list-style-type: none"> By implementing learning activities using language(s) that the children understand? 	
<ul style="list-style-type: none"> By providing different types and levels of support to different children depending on what they need? 	

Search the NAEYC website

Anti-Bias Approaches	<p>Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities</p> <p>Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias</p>
Black Children	<p>Discovering the Brilliance and Beauty in Black (Voices) https://www.naeyc.org/resources/pubs/yc/sept2020/discovering-brilliance-black-voices</p> <p>Black Boys Matter: Strategies for a Culturally Responsive Classroom https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom</p> <p>Black Boys Matter: Cultivating Their Identity, Agency, and Voice https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter</p>
Inclusion	<p>Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion https://www.naeyc.org/resources/pubs/yc/jul2019/practices-quality-inclusion</p>



Assessing Opportunities to Support Each Child

12 Practices for Quality Inclusion

Castille Ceballos and Elena P. Escobedo

The newest member of Miss Dorina's preschool classroom is Taylor, who is 2 years old and full of life. Balls, cars, and anything that makes noise are his favorite playthings. Until recently, Taylor had 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 in social and emotional development.



Reflection Questions for Supporting Full Participation	Examples to Support Taylor's Full Participation	Evidence-Based Practices
How can I use the environment to support each child?	Because Miss Dorina knows how much Taylor loves balls, she has lots of them in the classroom. This means balls with different exterior textures, balls that make noise, and balls of different sizes, including multiples of some balls. Some balls are always accessible to the children; others get pulled out in conjunction with a specific activity or to inspire curiosity. Miss Dorina recently created a permanent workspace within the classroom that is always available for a small group activity with a few children.	Practice 1: Adaptations of Space, Materials, and Equipment
How can I build relationships with and among the children?	To support Taylor in connecting with other children, Miss Dorina asked Caleb, Taylor's classmate who enjoys playing with Taylor, to help her. With Miss Dorina's support, every morning after circle time Caleb helps Taylor choose which activity area he wants to play in, using a set of picture symbols. Miss Dorina is nearby and observes as Taylor makes his choice of activity. During free-choice time, Miss Dorina encourages Taylor to join some activities with his peers. One morning, Miss Dorina observed Taylor engaging in a conflict with another child over some blocks that the children wanted to use. Miss Dorina gently approached the children and after acknowledging their frustration showed them different ways by which the two boys could share the blocks. Following the block play, during snack time, Miss Dorina joined Taylor at his table and commented on his play with blocks and asked him to share what he made with the blocks. When needed, Miss Dorina repeated her questions and prompted Taylor to respond.	Practice 7: Support for Communication Practice 2: Adult Involvement in Peer Interactions Practice 4: Conflict Resolution Practice 6: Relationships Between Adults and Children

Pennsylvania Rubric Indicator Resources

Evidence
sources

Print sources

Audiovisual
sources

Online sources

PA sources

RESOURCES TO SUPPORT INCLUSIVE PRACTICES	
EVIDENCE RESOURCES	AAP Diversity and Inclusion Statement (3-9) http://pennsylvaniapublicschools.org/content/pennsylvaniapublicschools/141/4/20180101AAP.pdf In March 2018, the American Academy of Pediatrics (AAP) released its position statement on diversity and inclusion to communicate its commitment to "promoting nurturing, inclusive environments" and to "actively opposing intolerance, bigotry, bias, and discrimination." The AAP plans to continue using policy, advocacy, and education that supports inclusivity and reflect effectiveness for all children and families, as well as, foster a health care system and communities that honor diversity.
	Child Care for Families Raising Children with Disabilities: The Role of Federal Policy in Equitable Access (3-4) https://childcare.wisc.edu/files/working-papers/WP18_04_Castanos-Magnum-FinalPaper_11.11.18-11.pdf This report uses data from the birth cohort of the Early Childhood Longitudinal Study to research whether parents of children with disabilities have differing child care experiences than parents of typically developing children.
	Children with Disabilities: State-Level Data from the American Community Survey (3-4) http://www.childtrends.org/wp-content/uploads/2018/06/2012-2013-ChildDisabilities.pdf This 2012 research brief from Child Trends provides data on the number and percentage of children identified as having a disability in the U.S. and for each of the states. It also presents information on the percentage of children with a disability living in poverty and data on health insurance status.
	Considerations for Developing State Policy and Guidance on Inclusion of Children with Disabilities in Early Childhood Programs (3-5) http://fig.eric.ed.gov/fig.eric.ed.gov/files/monographs/reports-and-policy-briefs/considerations-state-policies.pdf This monograph is intended as a tool for states to develop policy/guidance to implement high-quality inclusive practices across early care and education programs. States should carefully examine current practices to determine what policy/guidance needs to be in place to improve the opportunities for high-quality inclusion across early care and education programs. States may choose to use all the areas to guide policy/guidance development, or select one or more specific areas to address.
	Dear Colleague Letter and Resource Guide on Students with ADHD (3-21) http://www.ed.gov/about/offices/list/oeo/oeo-letters/colleague-201807-030-adhd.pdf The U.S. Department of Education's Office for Civil Rights (OCR) recently issued guidance clarifying the obligation of schools to provide students with attention-deficit/hyperactivity disorder (ADHD) with equal educational opportunity under Section 504 of the Rehabilitation Act of 1973. The new guidance provides a broad overview of Section 504 and school districts' obligations to provide educational services to students with disabilities, including students with ADHD. Additional resources are also provided.
	Dear Colleague Letter - Preschool Least Restrictive Environments (LRE) (3-5) https://www2.ed.gov/policy/special/guid/idea/20180401/preschool-lre-015-19-07.pdf The Office of Special Education Programs (OSEP) released this letter in January 2017 to provide updated guidance and clarification on key statutory and regulatory requirements, preschool placement options, reporting educational enrollment (PEO) for preschool children with disabilities, and use of IDEA Part B funds for preschool children with disabilities. It reaffirms OSEP's position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.

* This collection was compiled and annotated by Camille Carlin for the SCIPP-VE and GIVE projects. It is current as of January 2017. **Resources in English and Spanish are highlighted.**

RESOURCES TO SUPPORT INCLUSIVE PRACTICES

ONLINE SOURCES

EITA Professional Development Offerings

Details for accessing each of the courses listed below are available at <https://www.eita-pa.org/professional-development/>

- Collaborating for Inclusive Classroom Practices in Early Childhood: Individualizing for Meaningful Inclusion**
The framework for this course is CARA's Kit: Creating Adaptations for Routines and Activities. It provides information, tools and resources to guide you through the process of making adaptations to the classroom environment, routines and/or activities that support individuals or groups of children who are experiencing challenges. Participants will conduct assessments, prioritize needs and implement adaptations in the early childhood environment, that support the full inclusion of a child and/or children in your care. Guidance for working with both toddlers and preschool-age children is provided. As you explore various classroom situations, you will find them linked to Pennsylvania's Early Learning Standards for Toddlers and Pre-Kindergarten.
- Collaborating for Inclusive Classroom Practices in Early Childhood: Universal Design for Learning in Early Childhood Settings**
This course provides information, insights, and opportunities for practice related to the implementation of universal design and universal design for learning across all early childhood settings. The course provides the opportunity to apply and assess the use of universal design in both the curriculum and the classroom environment. The course provides strategies for using UDL guidelines and principles in the instructional design of both the curriculum and the early childhood setting.
- Collaborating for Inclusive Classroom Practices in Early Childhood: Working Together**
This course provides a framework for successful collaboration to provide quality inclusive opportunities for every child. Included segments of this course are: a guided self-reflection about collaboration with colleagues and others working in the early childhood setting; the defining features of inclusion, access, participation and supports, a comparison of how laws, regulations, policies and guidance related to inclusive practices are similar and different across Pennsylvania's early childhood education programs; and exploration of the perspectives and use of disability language.

Inclusion of All Children in Early Childhood Education Programs in Pennsylvania (0-9)

<https://files.constantcontact.com/3e3d36fe201/98823739-926d-4c3a-b384-dc1ce2240468.pdf>

This document provides guidance on strategies that promote inclusion for all children, set an expectation from the Office of Child Development and Early Learning (OCDEL) that high-quality early childhood education (ECE) programs are inclusive of children with disabilities, and identifies resources that are available to local programs.

Promoting Inclusion & Reducing Expulsion (0-9)

<https://www.pakeys.org/pa-early-learning-initiatives/promoting-inclusion-reducing-expulsion-and-suspension/>

This website highlights state and national policy statements and other documents that delineate priorities for children with disabilities to participate and succeed in the same learning environments as their same age peers.



What one thing
from this
webinar will you
try out or
explore?





All resources from this webinar are available at
[https://www.pakeys.org/get-professional-
development/higher-education/2021-faculty-
webinar-series/](https://www.pakeys.org/get-professional-development/higher-education/2021-faculty-webinar-series/)