

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

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NAEYC PDI

June 12, 2011

Co-sponsored by:



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

Presentation Co-Sponsor



Alison Lutton
Senior Director
Higher Education Accreditation &
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The CONNECT Team

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Meet the Faculty Presenters



Nancy Grausam
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NAEYC Professional Preparation Standards

2010 NAEYC Standards

for Initial and Advanced
Early Childhood Professional Preparation Programs

NAEYC / National Association for the Education of Young Children
1313 L St. NW, Suite 500, Washington, D.C. 20005.

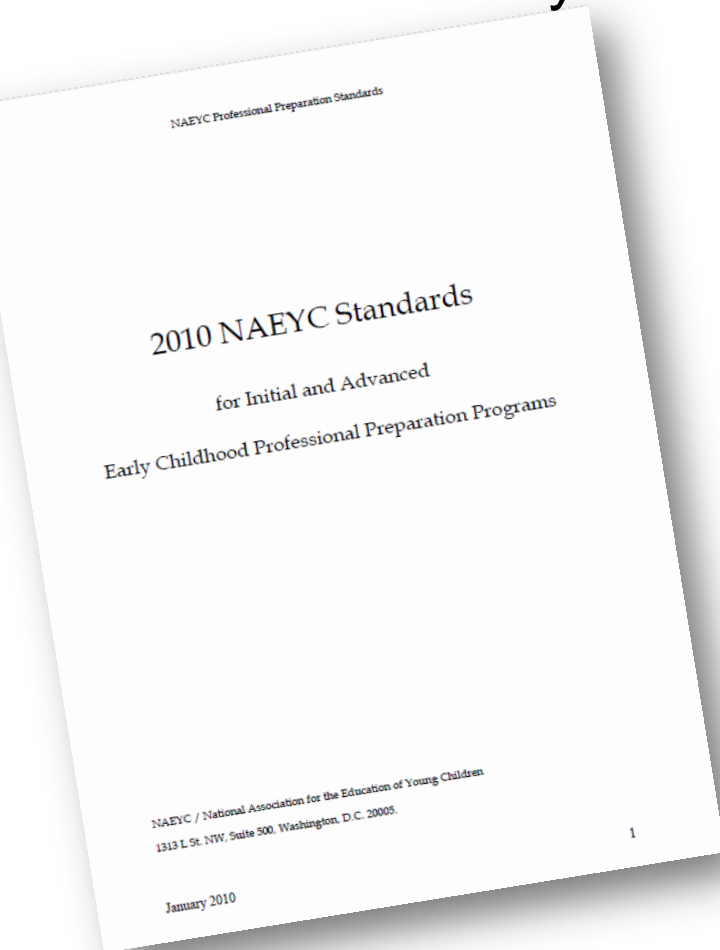
January 2010

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New 2010
standards include
increased emphasis
on diversity and
inclusion in each
standard

The NAEYC Professional Preparation Standards

What should early childhood teachers know and be able to do?



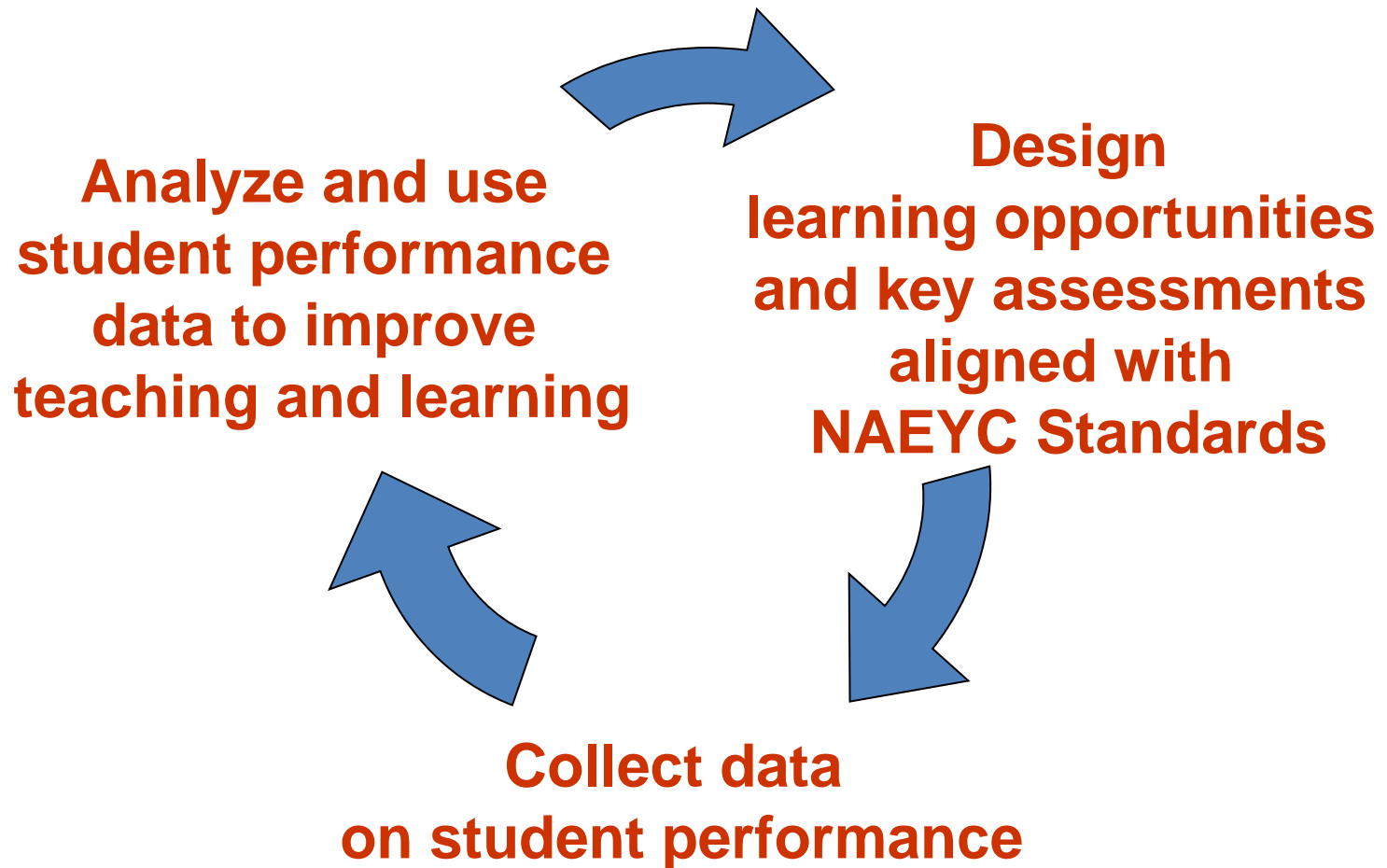
- 1 Promote child development and learning
- 2 Build family and community relationships
- 3 Observe, document, and assess to support young children and their families
- 4 Use developmentally effective approaches
- 5 Use content knowledge to build meaningful curriculum
- 6 Become a professional

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



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





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.

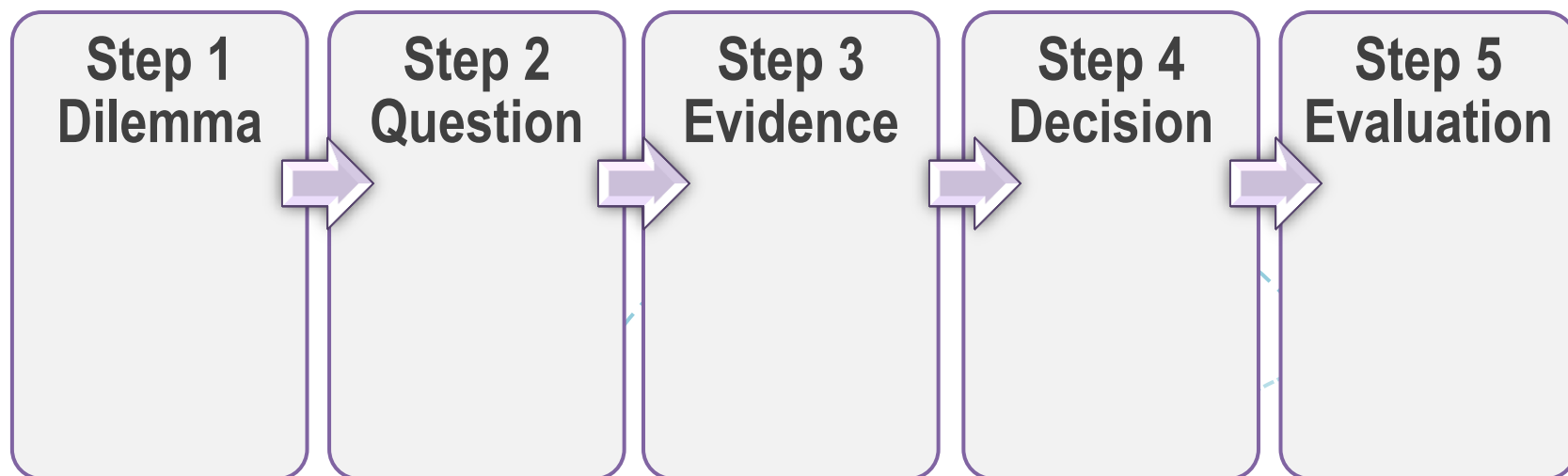


Evidence-Based
Practice is.....

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

Buyse & Wesley, 2006; Buyse, 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



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

Defining Feature of Inclusion	Standards	CONNECT Modules / Evidence-Based Practice
ACCESS	<p>CEC/DEC Standards #5, 6, & 7:</p> <ul style="list-style-type: none">-Learning Environments and Social Interactions-Language-Instructional Planning <p>NAEYC Standards #1 & 4:</p> <ul style="list-style-type: none">- Promoting Child Development and Learning- Using Developmentally Effective Approaches to Connect with Children and Families	<p>Module 5: Assistive Technology</p>
PARTICIPATION	<p>CEC/DEC Standard #4:</p> <p>Instructional Strategies</p> <p>NAEYC Standard #4:</p> <p>Using Developmentally Effective Approaches to Connect with Children and Families</p>	<p>Module 1: Embedded Interventions</p> <p>Module 6: Dialogic Reading</p> <p>Module 7: Tiered approach- Social emotional development</p>
SUPPORTS	<p>CEC/DEC Standard #10:</p> <p>Collaboration</p> <p>NAEYC Standard #2:</p> <p>Building Family and Community Relationships</p>	<p>Module 2: Transition</p> <p>Module 3: Communication for collaboration</p> <p>Module 4: Family-professional partnerships</p>

Quick Tour: About CONNECT Modules

by FPGUNC



About CONNECT Modules

YouTube

4-
minute
video



Module 1: Embedded Interventions

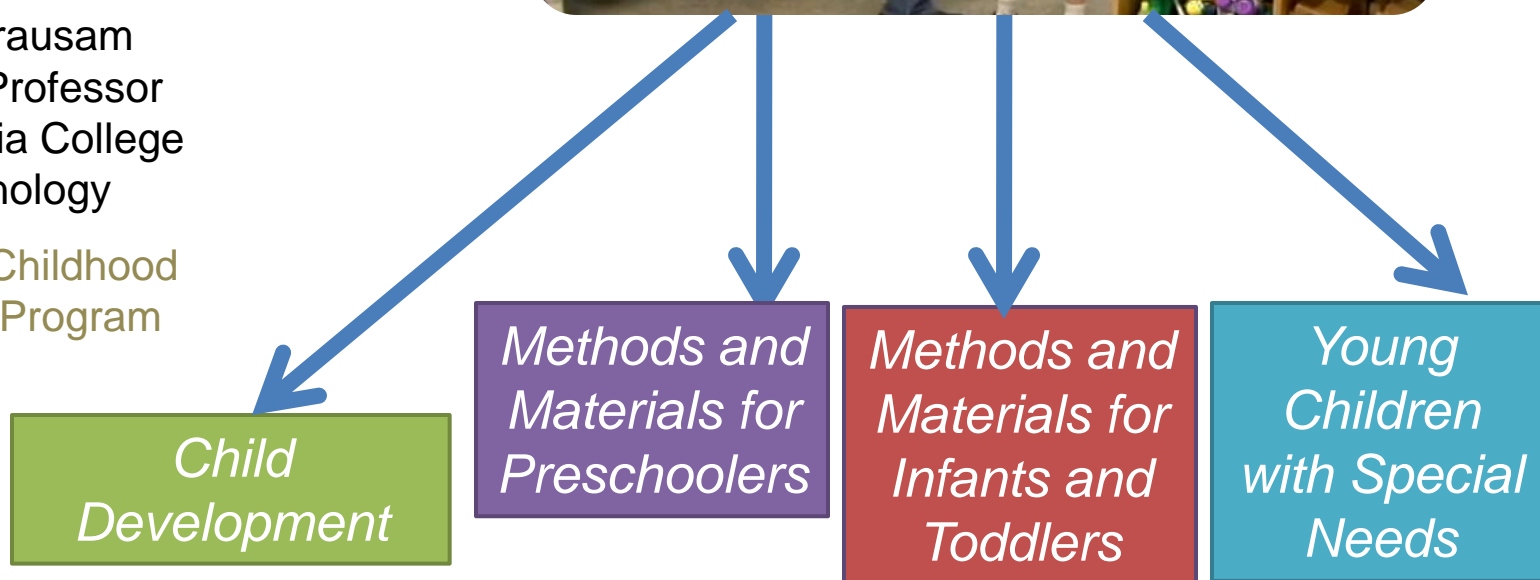


Nancy Grausam
Assistant Professor
Pennsylvania College
of Technology

AAS Early Childhood
Education Program



Module 1: Embedded Interventions



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

Activity 1.4a

Describe peer support

Name

Date

To complete this activity form electronically, remember to first save your file.
If you need further assistance, see the [Help & FAQs on Moodle](#).

Instructions

Watch the four video clips, [Routine in a program – water play](#), [Routine in a program – singing a song](#), [Routine in a program – rolling with friends](#), and [Routine in the community – playing at a park](#), and view a handout, [Examples of Peer Support](#). Then complete the tasks below.

1. Describe peer support in your own words.

2. In addition to the examples you support.

Hints

[Back to Moodle](#)

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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
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Used the 5-
step process
to organize
the module



Module 2: Transition



Johnna Darragh
Professor
Heartland
Community
College



*Child Growth &
Development*

Benefits of Using the Module

Handout 2.4

Home Visit Planning Form

Sample

Child's Name: Nicole Phone: 503-555-XXXX

Parent or Guardian: Carlos

Address: 1234 Main St

Date of visit: 8/15/16

Teacher/Provider: Shana and Melissa

Materials for Home Visit

1. Transition Profile
2. Transition Plan from the Early Intervention program
3. Snapshots and/or video of classroom
4. Follow-up Home Visit Sheet (Classroom schedule, calendar, menu, pictures of other staff members)
5. Camera

Conversation Guide	Planning Notes	Meeting Notes
Area: <u>Reading room with family</u>	<u>Teacher brainstormed for long-term goals and how to support them.</u>	
3. Describe program:	<u>Share transition plan with family and discuss how to support them.</u>	
4. Plan for next steps	<u>When should we follow up on the transition plan?</u>	

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<http://communityipp.org/online/assessments/index.html>

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Home visits

Synthesized key topics on transition



Creating respectful environments

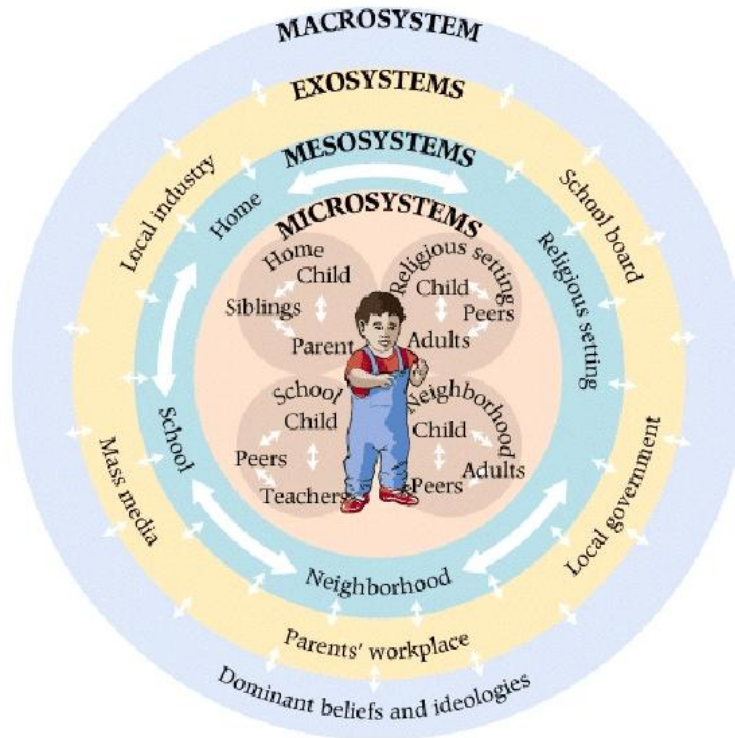


Partnering with families



Adaptations & supports

Benefits of Using the Module

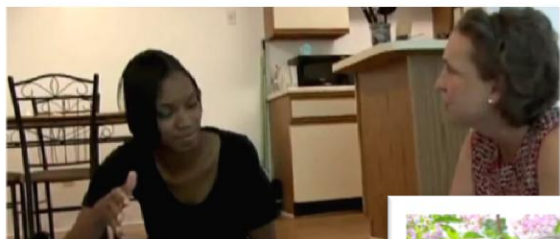


Bridges
Theory to
Practice

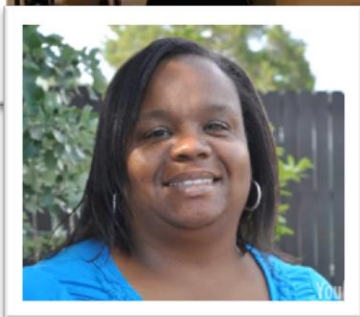


Bronfenbrenner's
Ecological Systems
Theory

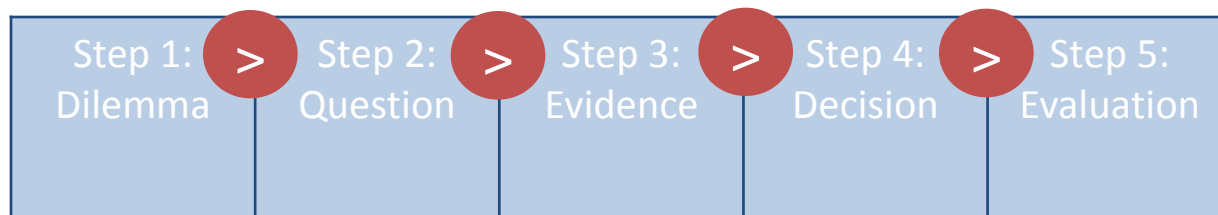
Benefits of Using the Module



Realistic dilemmas and
demonstrations of practice



Help transform my teaching





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



Students
implement EBP
in practice
setting or
classroom



Evaluate ease
of
implementation



Evaluate
outcome of
practice



Benefits of Using the Module

Handout 3.4



Research Summary on Communication Practices for Collaboration

RESEARCHERS at Case Western Reserve University conducted a review of the literature on communication practices between health care providers and parents.¹ A total of 15 studies examined the relationship between parent-provider communication and health care outcomes; eight studies examined the effects of strategies designed to improve communication between parents and providers.² Here is what the researchers learned from their review of these studies.

How were the communication practices defined and implemented?

Communication practices were defined and implemented differently across all of the studies in this review. A single, agreed-upon definition or list of effective communication practices did not exist in this literature. However, some of the most widely mentioned communication practices across studies involved providers listening in ways that demonstrated attention, empathy, and support; reflecting others' feelings or concerns; and ensuring that information that parents perceived as relevant and useful.

What were the characteristics of the participants and settings in the research on communication practices?

The communications between health care providers and parents took place in health care clinics or hospitals that served children from infancy to 14 years of age. The studies included pediatrician or health care provider visits and sick-child examinations and diagnosed developmental delays or conditions.

What factors were associated with improved communication practices and positive outcomes related to these practices?

The review found that the following factors were associated with improved communication: sharing information in a timely manner; asking parents to repeat information; providing information in a clear and concise manner; meeting (e.g., completing a checklist); and mutual problem-solving. The review also found that the following positive outcomes were associated with improved communication: increased parent satisfaction with health care services (in the majority of studies) and improved

Accessible Research

Clear Definition of Practice

You are here: → CONNECT Modules → Modules → Module 3

NAVIGATION

Module 3 Dashboard
Introduction
Step 1: Dilemma
Step 2: Question
Step 3: Evidence

A. Definition

Attending and Active
Listening
Seeking and Verifying
Information
Joining and Supporting
Putting it All Together

B. Research

C. Policies
D. Experience-Based
Knowledge

Step 4: Decision
Step 5: Evaluation
Summary and Wrap Up
References and Credits
Supplemental Materials
Glossary

A. Definition

Effective communication with professionals and families consists of specific communication strategies that can be organized into the following three categories: (1) attending and active listening; (2) seeking and verifying; (3) and joining and supporting. These communication strategies are used throughout the process of building trusting partnerships. Creating a partnership generally involves getting to know the other person and establishing trust, gaining an understanding of another's priorities and needs, and reaching consensus on how best to work together.

< Prev | Next >

< Prev | Next >

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Benefits of Using the Module

Handout 3.1

Communication Strategies to Build Collaboration

Attending and Active Listening		Some Examples
Communication Practice	Function	
Body language	Physical posture is relaxed to show openness, interest, and empathy.	Leaning slightly toward the speaker while sitting, hands relaxed in lap. Respecting preferences for personal space and eye contact. Nodding your head in agreement.
Reflecting content and feelings	Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	"I understand that you've been talking to Kathy about some ideas you have for what might work better at lunch time, but she hasn't tried them yet." (reflecting content) "Jose's mother told you that they are trying some new medicine with Jose that could have some side effects." (reflecting content) "Now that we've had a chance to talk, I understand that trying some of the new ideas we talked about has been both stressful and frustrating." (reflecting content)

Delineation of practices into strategies

Handout 3.2

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.

Attending and Active Listening	
Body language	Circle Yes or No to indicate whether this occurs.
Using posture, eye contact, gestures and other non-verbal movements to show openness, interest and concern.	YES NO
Reflecting content and feelings	Make a check in the box <u>each time</u> you observe an
Using your own words to identify the content and feelings in a message is one way to let the speaker know you understand.	

Checklist for monitoring use of practice

Encouraging and affirming	through simple... encourages the speaker to continue. Commenting about the strengths and accomplishments shows support.	"You have... incorporating tube feeding... making sure that Amand feels like a part of the group." "Luke is doing so well using his communication device at mealtime. We all had a good laugh today when he pushed the 'yucky' button after trying the beans at lunch."
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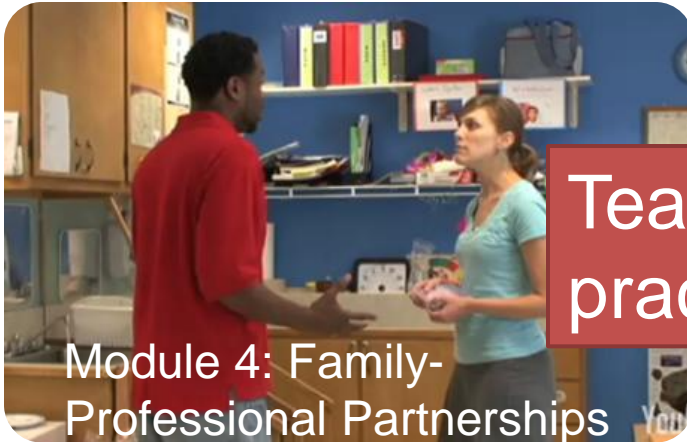
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Module 4: Family-Professional Partnerships

Young Children with Special Needs



Module 4: Family-
Professional Partnerships

Teach about partnership-oriented practices



Benefits of Using the Module

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

Benefits of Using the Module



Provide authentic dilemmas and examples of working with families



Prepare students to work in partnerships with families

Using module components as learning opportunities for the standards



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

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





Table Activity

A photograph of two young children walking away from the camera on a cobblestone path. The child on the left is wearing a pink shirt and blue jeans, and the child on the right is wearing a dark dress and a light blue hat. They are holding hands. The word "CONNECT" is written in white capital letters on the hat of the child on the right.

CONNECT

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?

[Add Comment](#)



Susan Fowler, Professor in Special Education at the University of Illinois at Urbana-Champaign

Embedding Module 1 into a College Course

Posted by Johnna Darraugh at Jun 21, 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 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.

[Add Comment](#)

Background

I had the great pleasure of being a participant in CONNECT Module 1 pilot study during the Spring of 2010. This wonderful opportunity presented a challenge: How do I integrate the wonderful, myriad of evidence-based practices into my course effectively?

Prior to the determination of the course (graduate or undergraduate), I had to decide if I would teach the course (graduate or undergraduate).



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: [partnership-oriented practices](#), [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?

[Add Comment](#)



Nancy Grausam, Pennsylvania College of Technology

Come Join Us



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)

More Ways to **CONNECT**



<http://www.facebook.com/connect.modules#!/pages/CONNECT-Modules/465314135485>

Now Available

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COMING SOON



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

Thank you
&
Evaluations