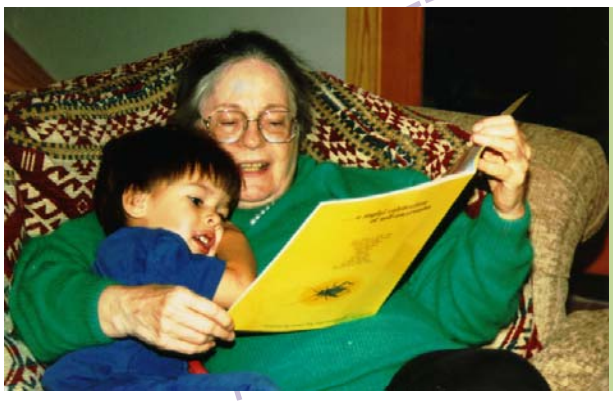
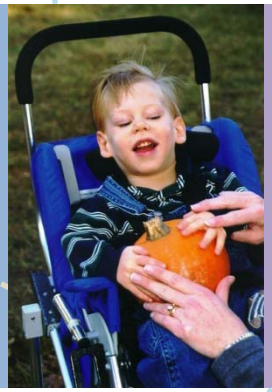


CONNECT

The Center to Mobilize Early Childhood Knowledge

OSEP Paraprofessional Preparation Grantee Webinar
April 21, 2011, 2 pm – 3 pm EST.



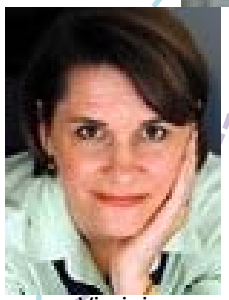
UNC FPG CHILD DEVELOPMENT INSTITUTE

UNIVERSITY OF KENTUCKY

IDEAs that Work

The CONNECT Team

Pam Winton
University of North Carolina



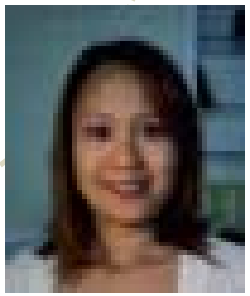
Virginia Buysse
University of North Carolina

Beth Rous
University of Kentucky

Chih-Ing Lim
Univ of North Carolina

Dale Epstein
UNC

Jonathon Green
UNC

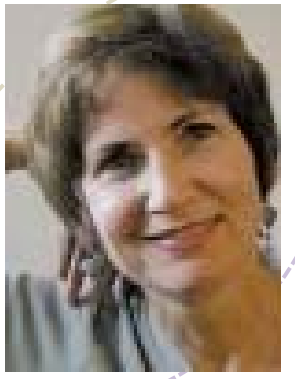


Cici Sidor
University of North Carolina

Patti Singleton
University of Kentucky

IDEAs that Work

In the Room Today



Pam Winton

Dale Epstein

Chih-Ing Lim

Jonathon Green

Welcome and Introductions

Who Are You?

Question?
Comments?

USE THE CHAT BOX

Results from Pre-Webinar Survey

Agenda

Overview of CONNECT Modules

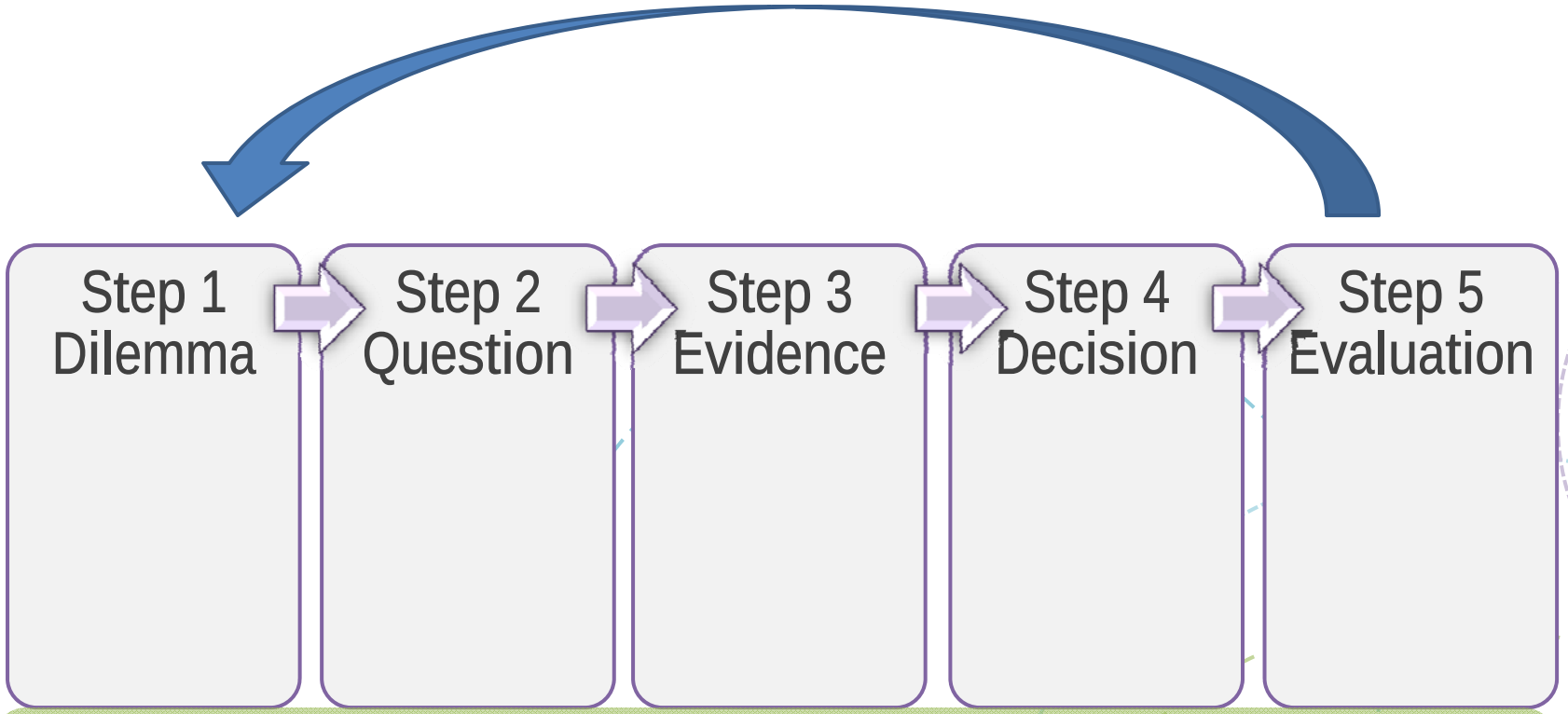
Responding to your questions and need for support

Overview of CONNECT Modules

- What do we do?
- What are we doing to meet your needs?

4-minute video

Innovation: An Approach for Incorporating EBP into PD



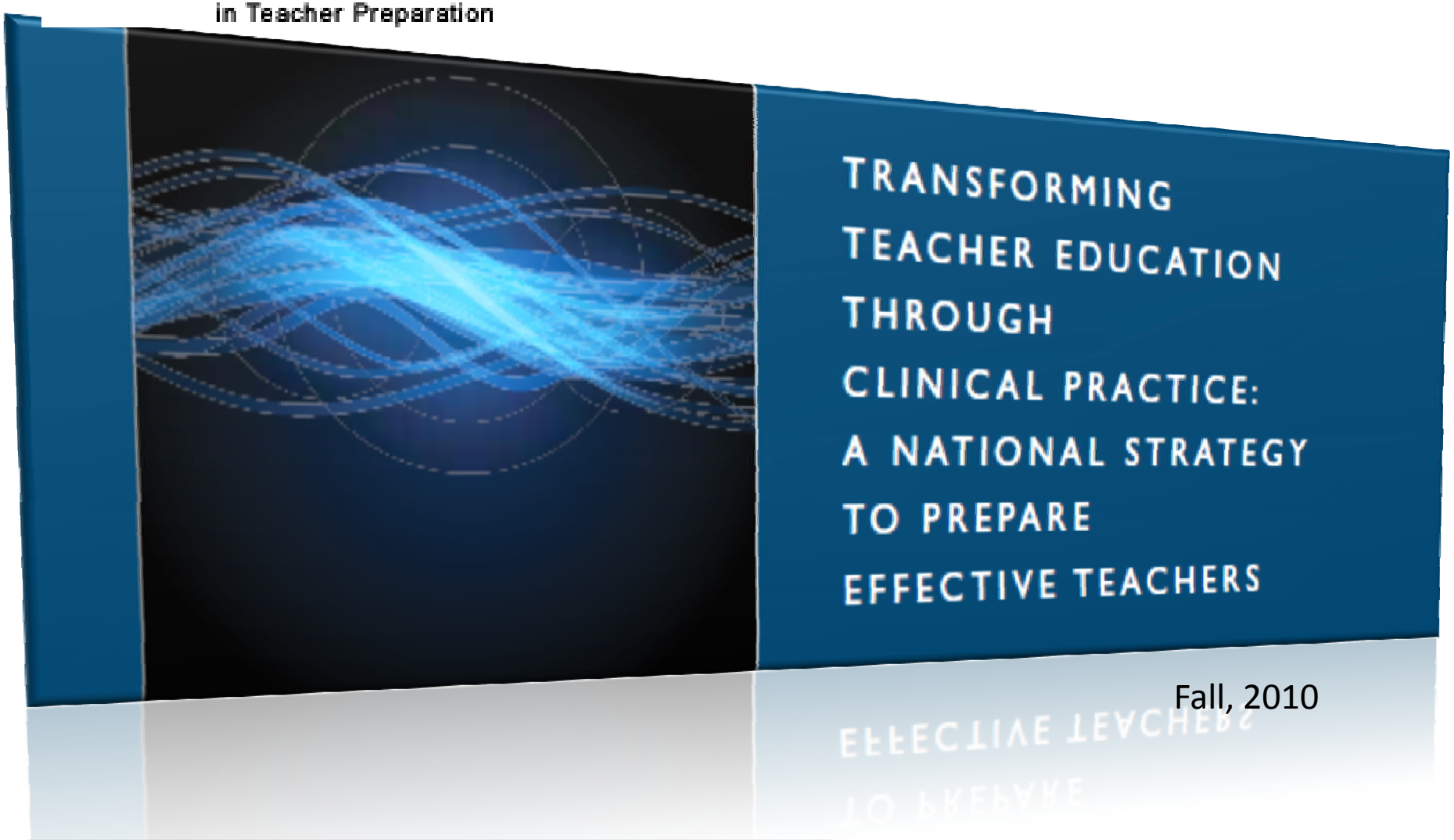
5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

Our Target Audience

- 2-year and 4-year college faculty
- Other professional development providers

NCATE

The Standard of Excellence in Teacher Preparation



Fall, 2010

CONNECT

UNC FPG CHILD DEVELOPMENT INSTITUTE

CONNECT Modules: Connecting Standards to Practices

Defining Feature of Inclusion	Standards and Competencies	CONNECT Modules / Evidence-Based Practice
ACCESS	**CEC/DEC Standards #5, 6, & 7:** -Learning Environments and Social Interactions -Language -Instructional Planning **NAEYC Standards #1 & 4:** - 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

Now Available

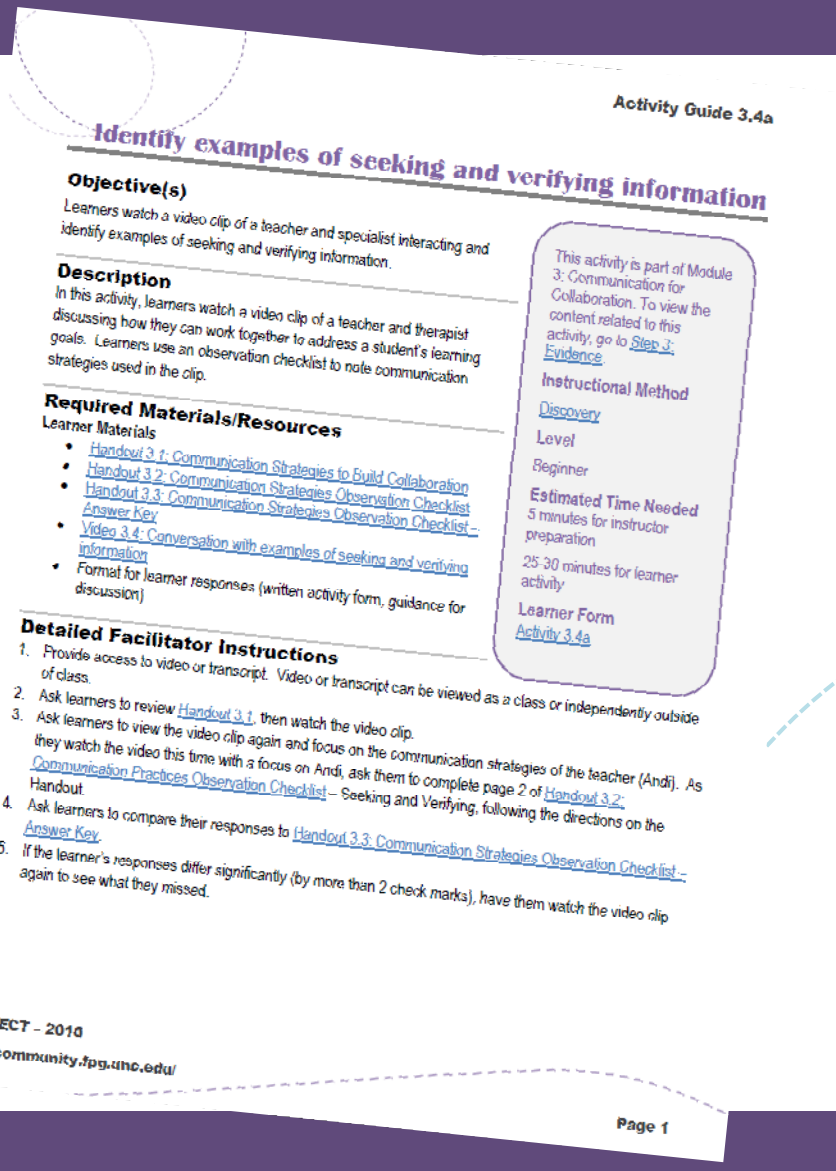
- Module 1: Embedded Interventions (English and Spanish versions)
- Module 2: Transition (English and Spanish versions)
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships

COMING SOON

- Assistive Technology
- Dialogic Reading
- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 3-7

What are we doing to meet your needs?

Online Instructor Support: Activity Guides and Alternate Activities



Activity Guide 3.4a

Identify examples of seeking and verifying information

Objective(s)

Learners watch a video clip of a teacher and specialist interacting and identify examples of seeking and verifying information.

Description

In this activity, learners watch a video clip of a teacher and therapist discussing how they can work together to address a student's learning goals. Learners use an observation checklist to note communication strategies used in the clip.

Required Materials/Resources

Learner Materials

- Handout 3.1: Communication Strategies to Build Collaboration
- Handout 3.2: Communication Strategies Observation Checklist
- Handout 3.3: Communication Strategies Observation Checklist – Answer Key
- Video 3.4: Conversation with examples of seeking and verifying information
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to Step 3: Evidence.

Instructional Method

Discovery

Level

Beginner

Estimated Time Needed

5 minutes for instructor preparation

25-30 minutes for learner activity

Learner Form

Activity 3.4a

Detailed Facilitator Instructions

1. Provide access to video or transcript. Video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to review Handout 3.1, then watch the video clip.
3. Ask learners to view the video clip again and focus on the communication strategies of the teacher (Andi). As they watch the video this time with a focus on Andi, ask them to complete page 2 of Handout 3.2: Communication Practices Observation Checklist – Seeking and Verifying, following the directions on the Handout.
4. Ask learners to compare their responses to Handout 3.3: Communication Strategies Observation Checklist – Answer Key.
5. If the learner's responses differ significantly (by more than 2 check marks), have them watch the video clip again to see what they missed.

CONNECT – 2010

http://community.fpg.unc.edu/

Page 1

Online Instructor Support: CEC / DEC and NAEYC Standards & OSEP SPP / APR Indicators

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 8)

Council for Exceptional Children
The voice and vision of special education

DEC

DEC = Division for Early Childhood

NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs

naeyc

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 a child participate more fully in an inclusive setting through embedded interventions.

OSEP Indicators and Outcomes

The state administrators in charge of early intervention services (Part C of IDEA) and preschool disabilities services (Part B Section 619 of IDEA) have certain reporting requirements to the US Department of Education – Office of Special Education Programs (OSEP).

Part C Early Intervention and Part B-Section 619 coordinators must demonstrate yearly progress in Annual Performance Reviews (APR) of their State Performance Plans (SPP) towards performance indicators in nine areas related to early childhood outcomes. Part C has 14 indicators and Part B has 20 indicators on the SPP/APR. All states must have an improvement plan which typically includes professional development activities.

The content, activities and resources of **Module 2: Transition** can be used by professional development providers to help states make progress towards the following **OSEP Indicators**:

Part C – Indicator 8: Part C to Part B Transition
Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

A. IFSPs with transition steps and services;
B. Notification to LEA, if child potentially eligible for Part B; and
C. Transition conference, if child potentially eligible for Part B
(20 U.S. C. 1416(a)(3)(B) and 1442)

Part B – Indicator 12: Part C to Part B Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

Online Instructor Support: Help with aligning CONNECT Modules activities with NAEYC's ECADA

NAEYC A.A.S. Accreditation Standards	CONNECT Activities Learning Opportunities	*EDUC 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 (Single father describing his challenges and the community in which he is raising his children) ***Video 4.4-*** Home Visits	Parent Interview Agency Resource Guide Final Exam: Case Study-Group
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	***Video 4.2-*** Starting a Relationship ***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 4a through 4.7:*** and Handout 4.3	Parent Interview Exams, Quizzes Disability Report Agency Resource Guide Final Exam: Case Study-Group

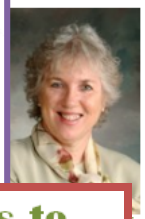
Grausam, N. (2011), Assistant Professor of Early Childhood Education, PA College of Technology, EDU 230- Young Children with Special Needs Course Syllabus

Online Instructor Support: Discussion board

http://community.fpg.unc.edu/discussions/discussions/connect-modules

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

ation for Collaboration to



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at Urbana-

Embedding Module 1 into a College Course

Posted by Johnna Darragh 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

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

and usefulness of the module for her and

Nancy Grausam, Pennsylvania College of Technology

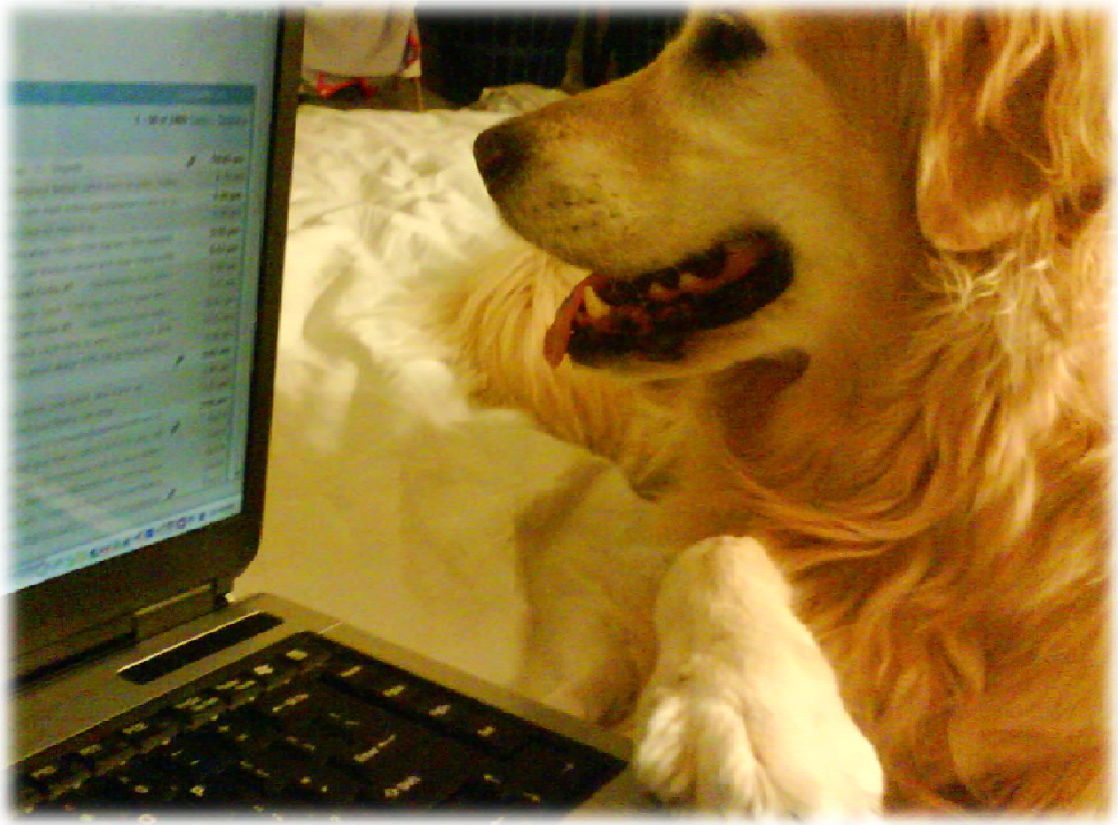
New CONNECT Module on Transition Supports National EC Priorities

Posted by Early Childhood Community at Aug 13, 2010 | Permalink

Transitions can be times for both opportunity and stress for all of us. Transitions are often moments where we need additional information to make good decisions as well as support from family, friends, and others as we take on new risks and challenges. Young children and families are no different - a toddler who has stayed at home with his family and is about to enroll in preschool or a preschooler who is preparing for kindergarten – all require sensitive planning to support the child and family.

A new CONNECT Module addresses these transitions for young children with disabilities and their families. Designed to be embedded into college courses as well as in-service training, this module outlines early childhood research and policy that should be considered in transition planning. Further, specific tools designed to enhance practice both in home visits and in classroom settings are provided. This module is particularly timely as new efforts to improve early care and education are increasingly focused on planning for transition and improving collaboration among early childhood programs.

Dr. Rena Hallam, Associate Professor in the Department of Child & Family Studies at the University of Tennessee-Knoxville



Tech Help

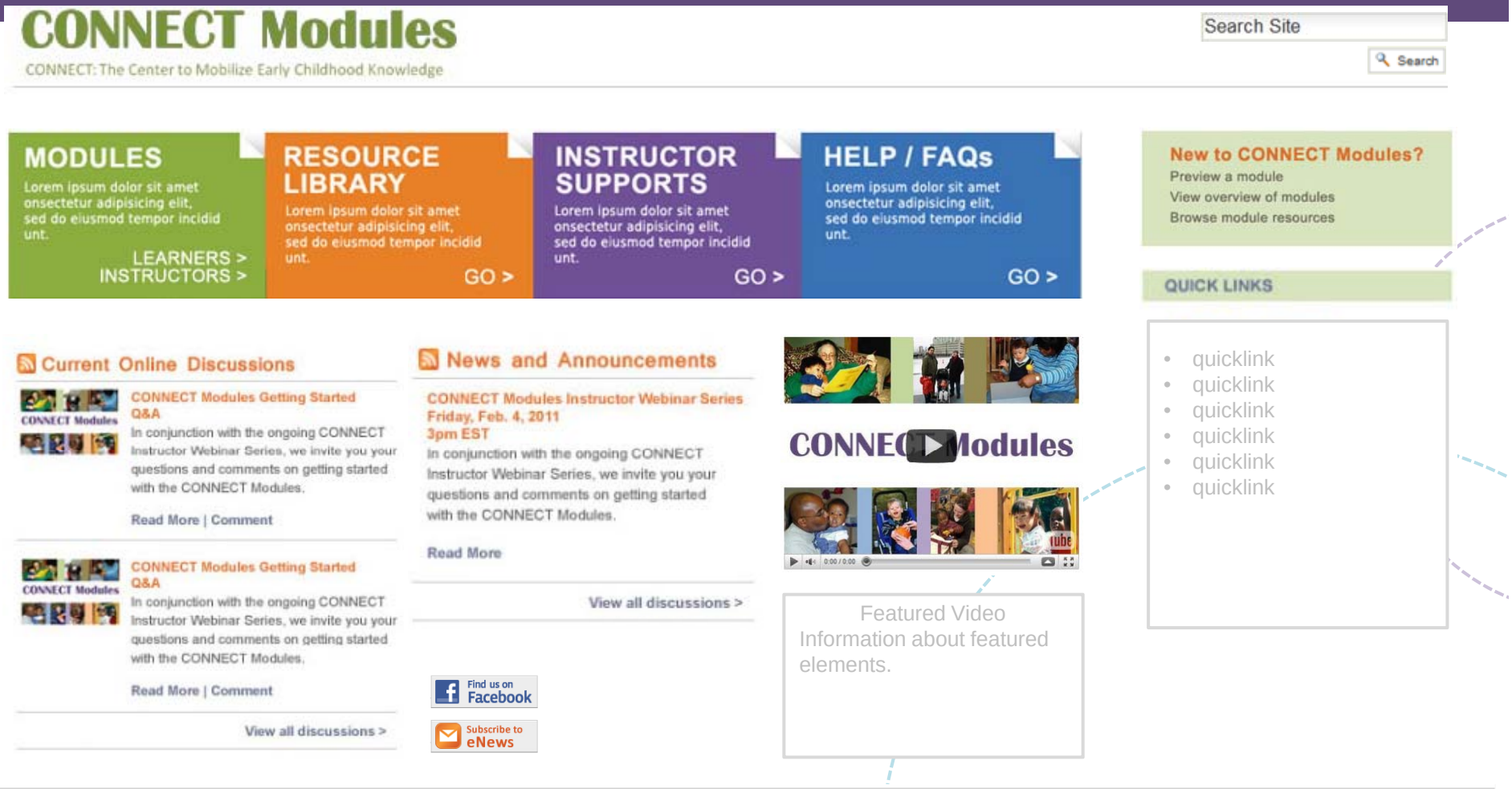
Email: connect@unc.edu
Phone: 919-843-5553 (Chih-Ing)

Announcements
OSEP Offers RFP Opportunity for Community Colleges
The Office of Special Education and Rehabilitative Services (OSERS) has announced a n cused on improving the quality of paraprofessional preservice programs. Read More
CONNECT Modules Instructor Webinar Series Webinar Recordings Posted
Hear faculty share their tips and experiences using CONNECT Modules in a var
View Recordings
Current Online Discussions
CONNECT Modules
Using Module 4 Family-Professional Partnerships to Enhance St n Standards
Posted by Nancy Grausam
Nancy Grausam from the Pennsylvania College of Techno nd usefulness of the module for her and her learners.
Read more | Comment
NNECT Module Discussions
Getting Started with CONNECT Modules
New to CONNECT Modules? We invite you to view a 4-minute
View About CONNECT Modules Video | All Instr
Modules >
Resource Library >
Instructor Community >
Help/FAQs >
Find us on Facebook
Subscribe to eNews
"The module was useful to bo
The students appreciated the
handouts. I liked the ease of t
was all at my fingertips. The ir
critical for early childhood pres
know."
Cindy Ryan, Instructor
Department of Education
University of Minnesota-Duluth
"CONNECT had had a very positive effect on my group of interns this semester. It has made learning about inclusion almost like a first-hand experience. I saw evidence of students' critical thinking in the activities that I did not always see in their reflective journals."
atel, Associate Professor
rly Childhood Education
Northampton Community College
Ongoing Enhancements

Ongoing Enhancements: Improved accessibility

Video download option

Ongoing Enhancements: Proposed visual design of CONNECT Modules homepage

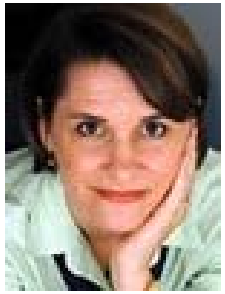


Face to face opportunities: Come Join Us

CEC 2011 April 25–28 (M-Th)
CONVENTION & EXPO
NATIONAL HARBOR, MD

April 28, 9.45-11.45 am

Demonstration presentation on how to use the 5-step learning cycle by:



Virginia Buysse
University of North Carolina

Susan Fowler
University of Illinois – Urbana-Champaign

Face to face opportunities: Come Join Us

naeyc PDI

Providence, Rhode Island, June 12, 2-4 pm EST.

Presentation on infusing diversity and inclusion into NAEYC Professional Preparation Standards by CONNECT staff

&

Alison Lutton
NAEYC Senior Director
Higher Education
Accreditation &
Program Support

Nancy Grausam
Assistant Professor
Pennsylvania College of
Technology

Susan Fowler
Professor
University of Illinois at
Champaign-Urbana

Johnna Darragh
Professor
Heartland
Community College

Face to face opportunities: 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)

Webinars

CONNECT Modules: Instructor Webinar Series - Introduction to Free Early Childhood Modules on Key Topics

CONNECT Modules: Instructor Webinar Series - Faculty Share Their Tips and Experiences Using CONNECT Modules

tags: CONNECT Modules

Materials related to the webinar on February 4, 2011 co-sponsored by CONNECT and NAEYC. Four faculty shared how they are using CONNECT modules in a variety of ways.

Watch the webinar recording!

Introduction: Alison Lutton, Senior Director, NAEYC Higher Education Accreditation & Support, shares her perspectives on the usefulness and relevance of CONNECT Modules.
Watch Recording

Examples:

Johnna Darragh Professor Heartland Community College	**Susan Fowler** Professor and Former Dean of College of Education University of Illinois at Champaign-Urbana	**Nancy Grausam** Assistant Professor Pennsylvania College of Technology	**Nadya Pancsofar** Assistant Professor The College of New Jersey
Johnna shares how she's used Module 2: Transition with her Associate's degree students.	Susan shares how she's used Module 3: Communication for Collaboration with her graduate level students.	Nancy shares how she's used Module 1: Embedded Interventions with her Associate's degree students.	Nadya shares how she's used Module 1: Embedded Interventions with both her Bachelor's and Master's degree students.

http://community.fpg.unc.edu/resources/presentations/connect-modules-instructor-webinar-series-01-2011

RESPONDING TO YOUR QUESTIONS AND NEED FOR SUPPORT
-Responses to requests we got from survey
- Other questions
Reaching for Blue Skies | © Kelvin_Iuffs

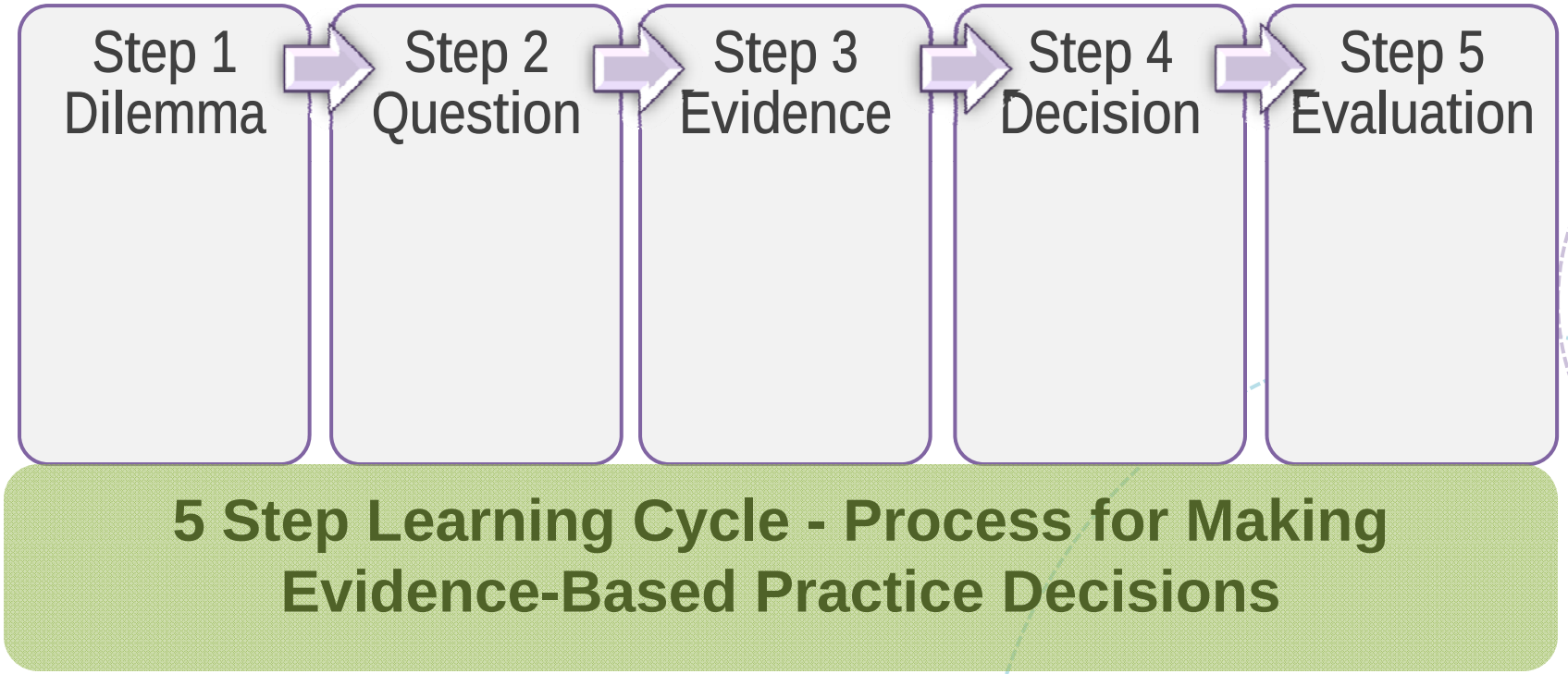
Questions from Pre-Webinar Survey

1. Can you please provide some guidance on deciding on priority content?
2. How can I develop my own PD curriculum based on the 5-step learning cycle?

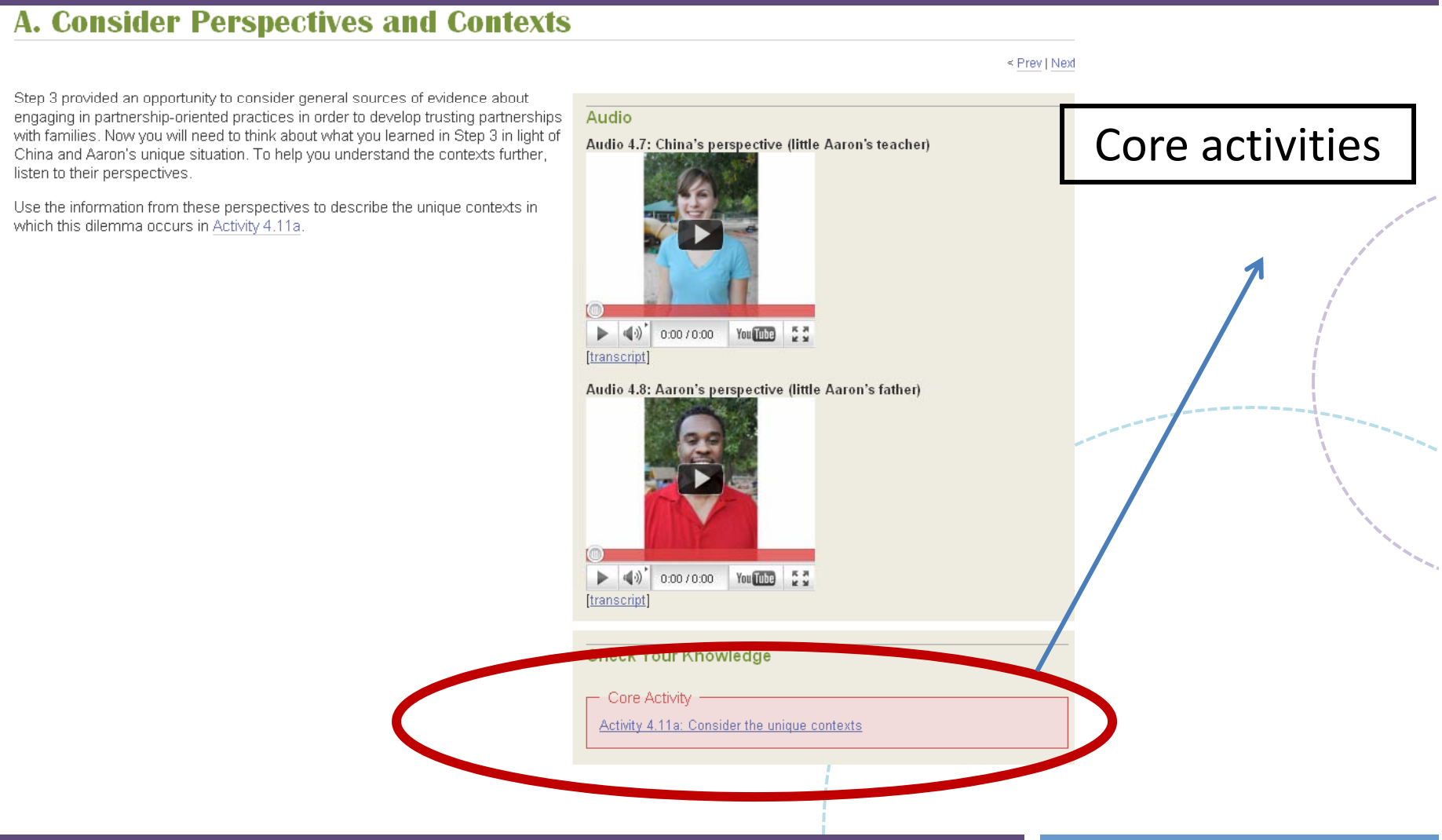
3 Tips for Using the Modules

1. Use the 5-step learning cycle
2. Focus on core activities
3. Prepare and facilitate

1. Use the 5-Step Learning Cycle



2. Focus on core activities



3. Prepare and facilitate

You Are KEY!

Example of PD Planning Template

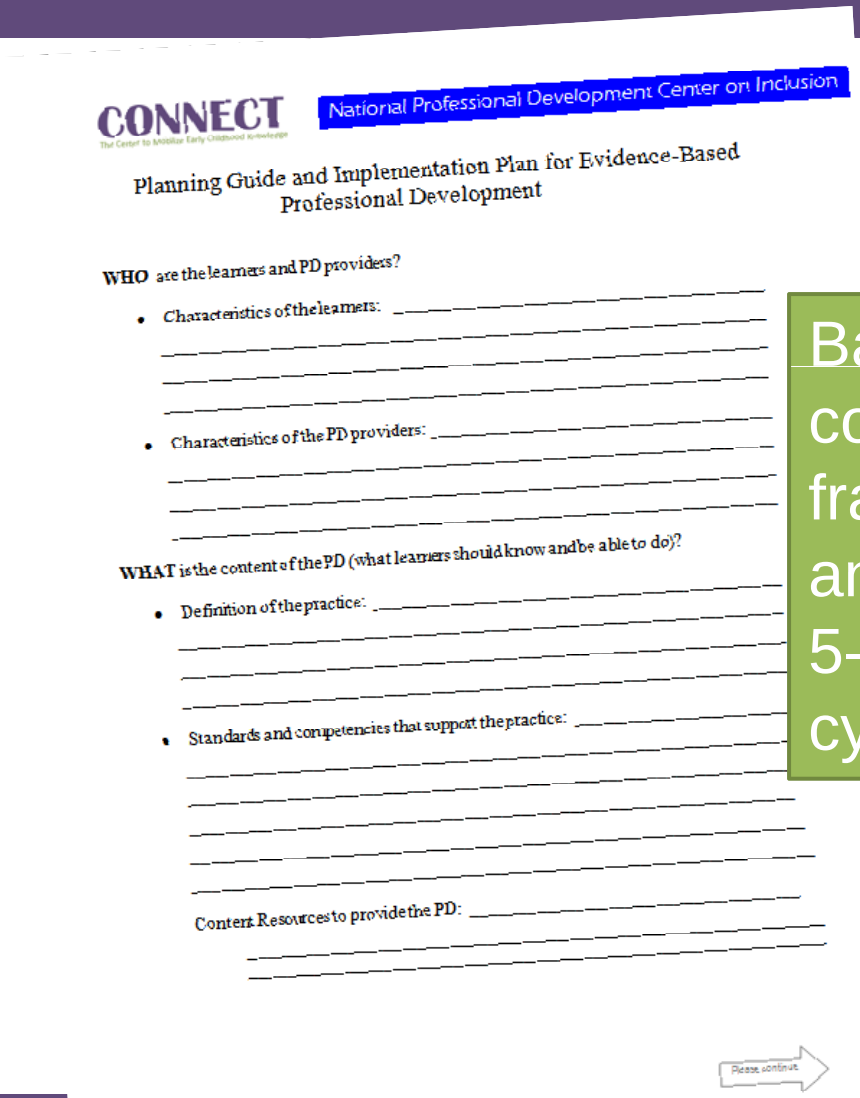
Matrix for Planning & Developing Professional Development for Module 3- Communication for Collaboration

Steps	Suggested Activities (WG = Whole group, SG= Small Group, P= Partners, I=Individual)	Materials/Resources	Suggested Time
Introduction	○ Welcome and explanation of objectives ○ Introduce the 5 Steps of Decision-Making and the definition of Evidence-Based Practice (EBP) using the PowerPoint	○ LCD Projector, screen, PowerPoint	5-10 minutes
Step 1: Dilemma	○ Show the videos of Shawanda and Ashley (WG) http://community.fpg.unc.edu/connect-modules/learners/module-3/step-1 ○ Turn and Talk- Points of View for each person (P). Jot down on chart paper.	○ LCD Projector, screen, working internet, speakers, chart paper titled "What's the dilemma?", markers, PowerPoint *** Be sure to check your equipment's ability to connect to the internet, the computer's ability to run the necessary applications (QuickTime, etc), and the LCD projector *before* presenting***	15-20 minutes
Step 2: Question	○ Explain how to create an answerable and researchable question from the dilemma using the PICO method (WG) ○ Show the empty PowerPoint PICO chart. ○ Choose: WG- Create group's own question or WG- Use the completed PICO chart on the PowerPoint http://community.fpg.unc.edu/connect-modules/learners/module-3/step-2	○ LCD Projector, screen, PowerPoint, chart paper entitled "Answerable Question" * Optional: Activity sheet 3.2a	10 minutes

DRAFT

How can I develop my own PD curriculum based on the 5-step learning cycle?

Tool for developing your own PD curriculum using the 5-step learning cycle



CONNECT National Professional Development Center on Inclusion

Planning Guide and Implementation Plan for Evidence-Based Professional Development

WHO are the learners and PD providers?

- Characteristics of the learners: _____
- Characteristics of the PD providers: _____

WHAT is the content of the PD (what learners should know and be able to do)?

- Definition of the practice: _____
- Standards and competencies that support the practice: _____

Content Resources to provide the PD: _____

Please continue

Based on NPDCI conceptual framework on PD and CONNECT's 5-step learning cycle

Other Questions

More Ways to CONNECT

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

Post-Webinar Follow-up Email:

- Webinar evaluation
- Webinar materials