



# CONNECT

The Center to Mobilize Early Childhood Knowledge

## CONNECT Modules: An Evidence-Based Approach to Professional Development

Pam Winton, Chih-Ing Lim, Dale Epstein (CONNECT),  
Lisa Stein (Atlantic Cape Community College)  
& Elisa Huss-Hage (NAEYC ECADA Commission Chair)  
NAEYC PDI 2012

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



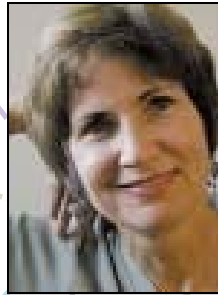
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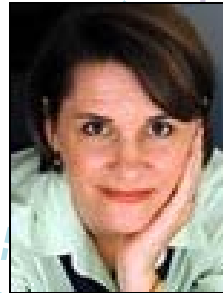
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# The CONNECT Team



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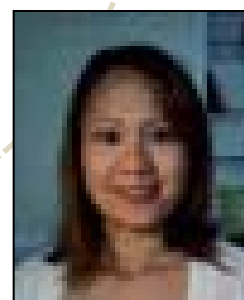
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# Agenda

- Welcome
- Overview of NAEYC standards
- Overview of CONNECT project and modules
- Examples of how modules are being used
- Thank you and evaluations

# Presentation Co-Sponsor

Elisa Huss-Hage  
NAEYC ECADA Commission Chair





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  
1315 L St. NW, Suite 500, Washington, D.C. 20005.

January 2010

1

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?

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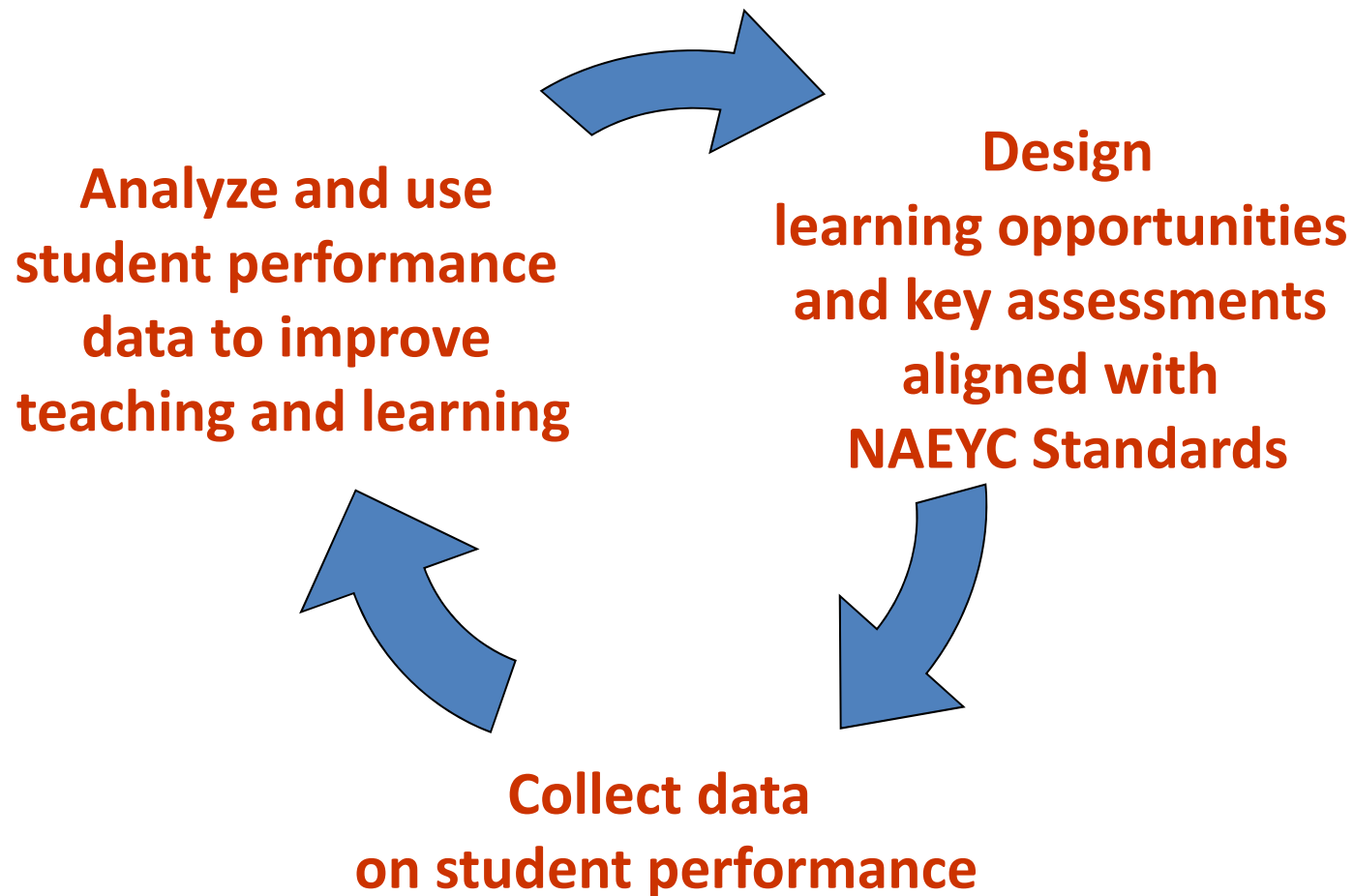
- 1 Promote child development and learning
- 2 Build family and community relationships
- 3 Observe, document, and assess to support young children and their families
- 4 Use developmentally effective approaches
- 5 Use content knowledge to build meaningful curriculum
- 6 Become a professional

# 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







Integrate clinical practice into every facet  
of teacher education

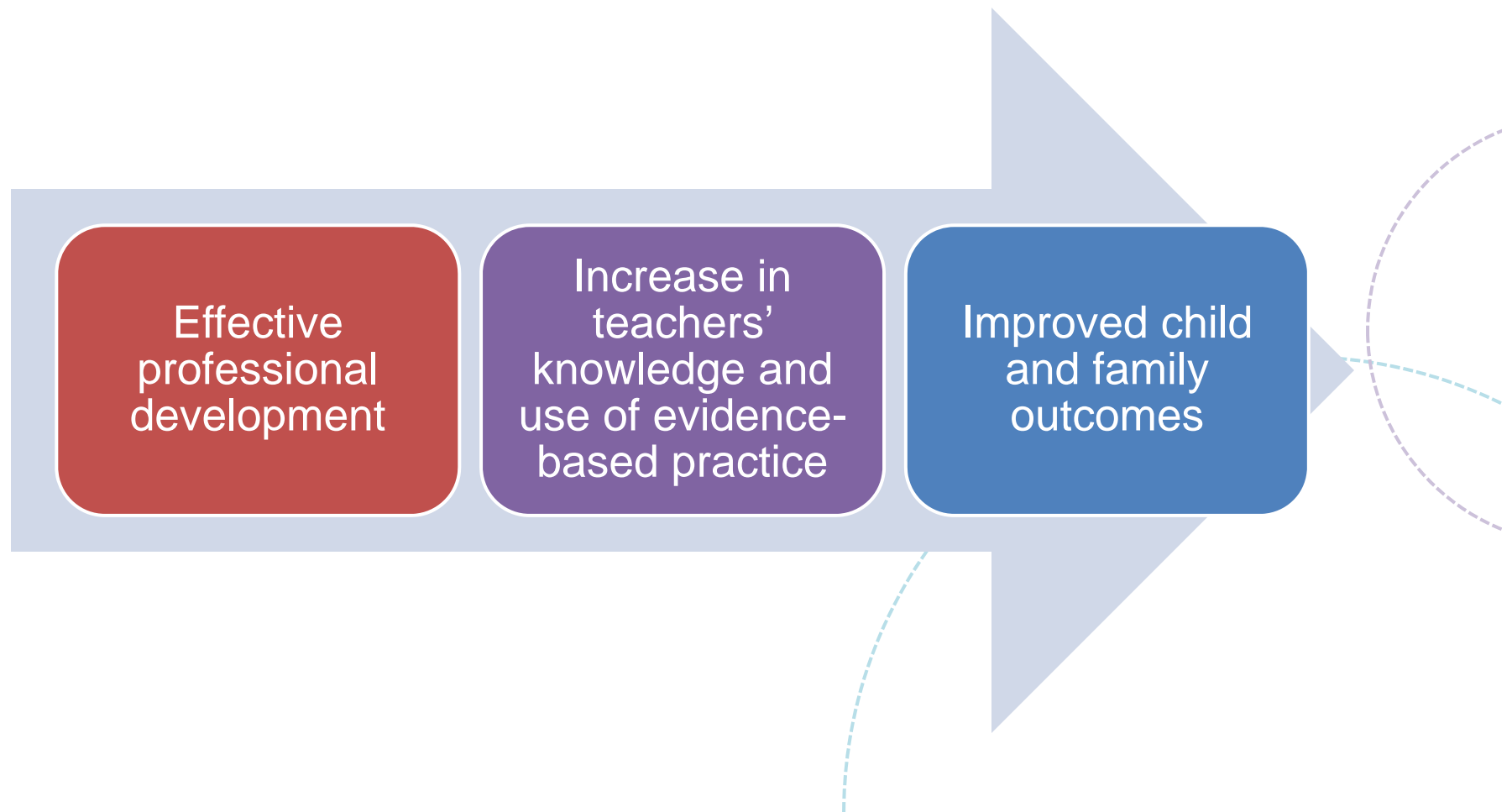
- NCATE, 2010



# Overview of **FREE** **CONNECT Modules**

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

# Context: Increased Attention to PD Quality & Impact





# Context: Practitioners are Expected to Use Evidence-Based Practice



# Context: Faculty & PD Providers are Expected to Incorporate EBP into PD



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**Evidence-Based Practice is.....**

**identifying** **A decision-**  
**specific** **making process**  
**research-based** **that integrates** **the**  
**practices** **the best available research**  
**that have** **evidence with family &**  
**been validated through** **professional wisdom &**  
**rigorous review processes** **values**

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006;  
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

# Two Components of Evidence-Based Professional Development

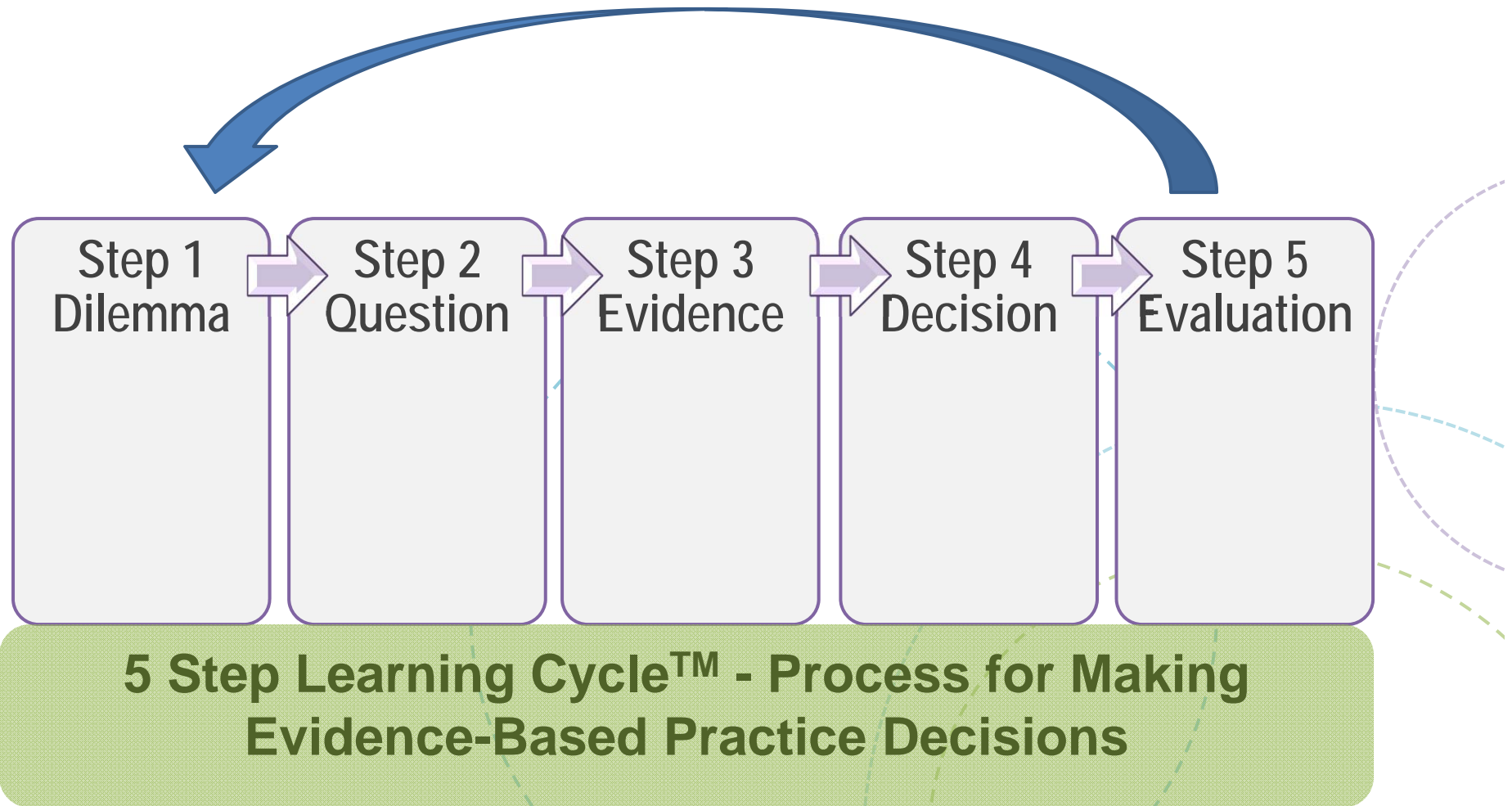
The PD **content** focuses on specific research-based teaching and intervening practices

The PD **delivery** focuses on evidence-based methods for building practitioners' knowledge and evidence-based decision-making

# CONNECT Modules: Practice-focused approach



# Innovation: An Approach for Incorporating EBP into PD





# Our Target Audience

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





# What Faculty and PD Providers Want



- Short video clips that illustrate practice
- Activities
- 24/7 availability
- Flexibility & ease of use

# Available Modules



**Module 1: Embedded Interventions**



**Module 2: Transition**



**Module 3: Communication for Collaboration**



**Module 4: Family-Professional Partnerships**



**Module 5: Assistive Technology Interventions**



**Module 6: Dialogic Reading**



**Module 7: Tiered Instruction (Social emotional development & Academic learning)**

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# CONNECT Modules: Connecting Standards to Practices

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

# **Module 6: Dialogic Reading**

# Step 1: Dilemma



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



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# Step 2: Question



When reading to young children in early care and education settings, is the use of dialogic reading effective in developing early language and literacy skills?

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

- Definition/
- Demonstration of Practice

Teaching Component

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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## Research Summary on Dialogic Reading

WWC Intervention Report

U.S. DEPARTMENT OF EDUCATION

### What Works Clearinghouse

Revised February 8, 2007

#### Early Childhood Education

##### Practice description

*Dialogic Reading* is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become

the storyteller with the assistance of the adult who functions as an active listener and questioner. Two related practices are reviewed in the WWC intervention reports on *Interactive Shared Book Reading* and *Shared Book Reading*.

##### Research

Four studies of *Dialogic Reading* met the What Works Clearinghouse (WWC) evidence standards and one study met the WWC evidence standards with reservations.<sup>1</sup> Together these five studies included over 300 preschool children and examined intervention effects on children's oral language and phonological

processing. The majority of the children studied were from economically disadvantaged families. This report focuses on immediate posttest findings to determine the effectiveness of the intervention; however, follow-up findings provided by the study authors are included in the technical appendices.<sup>2</sup>

##### Effectiveness

*Dialogic Reading* was found to have positive effects on oral language and no discernible effects on phonological processing.

	Oral language	Print knowledge	Phonological processing	Early reading/writing	Cognition	Math
Rating of effectiveness	Positive effects	N/A	No discernible effects	N/A	N/A	N/A
Improvement index <sup>3</sup>	Average: +19 percentile points Range: -6 to +48 percentile points	N/A	Average: +9 percentile points Range: -7 to +40 percentile points	N/A	N/A	N/A

1. To be eligible for the WWC's review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with children ages 3 to 5 or in preschool. One additional study is not included in the overall effectiveness ratings because the intervention included a combination of *Dialogic Reading* and *Sound Foundations*, which does not allow the effects of *Dialogic Reading* alone to be determined. See the section titled "Findings for *Dialogic Reading* plus *Sound Foundations*" and Appendix A4 for findings from this and a related document.
2. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.
3. These numbers show the average and the range of improvement indices for all findings across the studies.

NECT – 2011

[//community.fpg.unc.edu/connect-modules](http://community.fpg.unc.edu/connect-modules)

Page 1

Step 1:  
DilemmaStep 2:  
QuestionStep 3:  
EvidenceStep 4:  
DecisionStep 5:  
Evaluation

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# Defining the Practice



Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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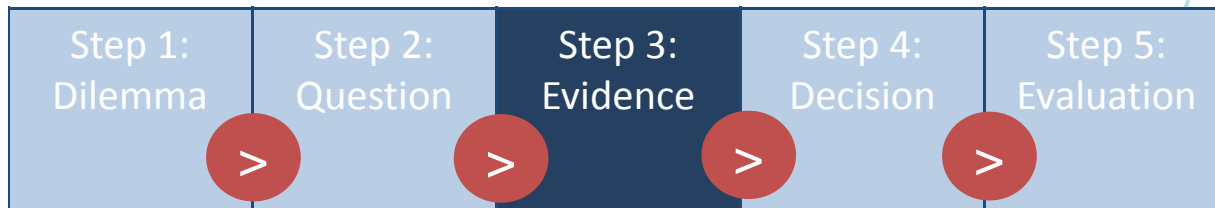


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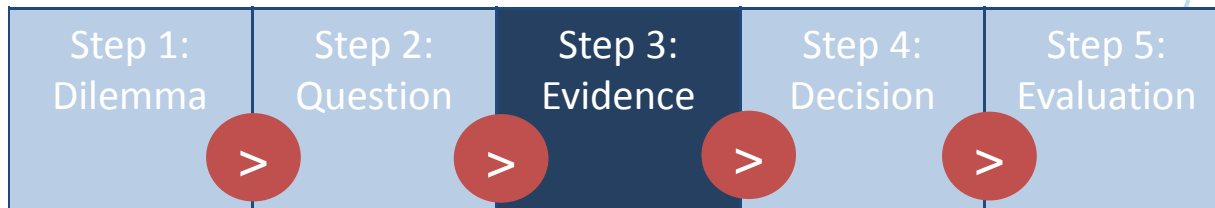
# Definition of the Practice

***Dialogic reading*** is a specific type of interactive reading that relies on a set of strategies called PEER (**P**rompt-**E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling.

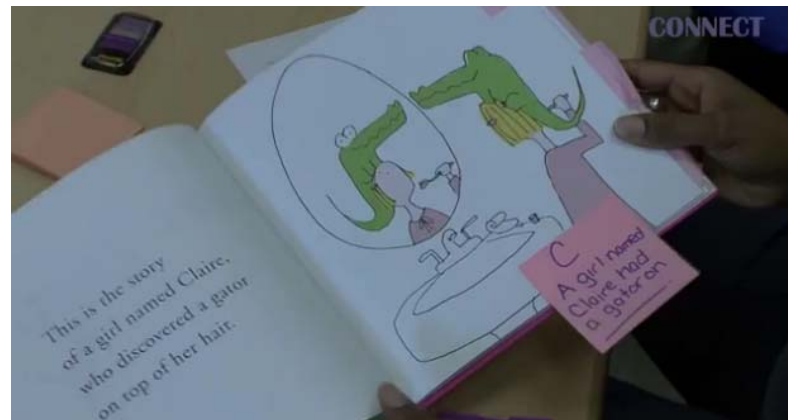


# Dialogic Reading Strategies

- Before reading ...introduce the title/author, ask a question to create interest in the book
- During reading ...use CROWD prompts & PEER sequence
- After reading ...ask questions to help children recall the story & make connections to their lives



# Video Demonstrations of the Practice



Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# Experience-Based Knowledge

## Supervising Teacher's Perspective

Pam Zornick



## Parent's Perspective

Samtra Devard



## Researcher's Perspective on Dual Language Learners

Cristina Gillanders



Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation



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# Step 4: Decision

Unique Perspectives & Contexts  
of the Dilemma

## Evidence

- Research
- Policies
- Experience-based knowledge

Integrate

Decision

- Plan for implementation
- Identify, review and select strategies

Step 1:  
Dilemma

Step 2:  
Question

Step 3:  
Evidence

Step 4:  
Decision

Step 5:  
Evaluation

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# CROWD Strategy Planning Sheet

<b>Title:</b>	<b>Illustrator:</b>
<b>Author:</b>	

Create at least 2 prompts for each category for your book that you can use to prompt and build upon children's language during dialogic reading. Include the page number that corresponds to the appropriate opportunity to use each prompt.

**Completion-** The reader creates an incomplete sentence to prompt the children to come up with the appropriate response (i.e. fill-in-the-blank). (Ex: Lily's purse is \_\_\_\_\_ and she brings it \_\_\_\_\_).

**Recall-** The reader asks a question designed to help children remember key elements of the story. (Ex: What happened when Jose went back to school? What was missing from Corduroy's overalls? How did Stephanie wear her hair?)

**Open-ended-** The reader asks a question or makes a statement that requires children to describe part of the story in their own words beyond just a "yes" or "no" response. (Ex: Tell me what you think is happening in this picture. How is Josie going to carry all of those apples?)

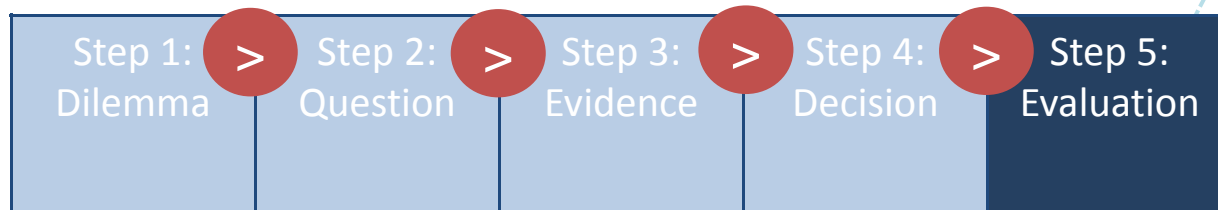
Planning tool

# Step 5: Evaluation

Determine if the intervention was implemented?

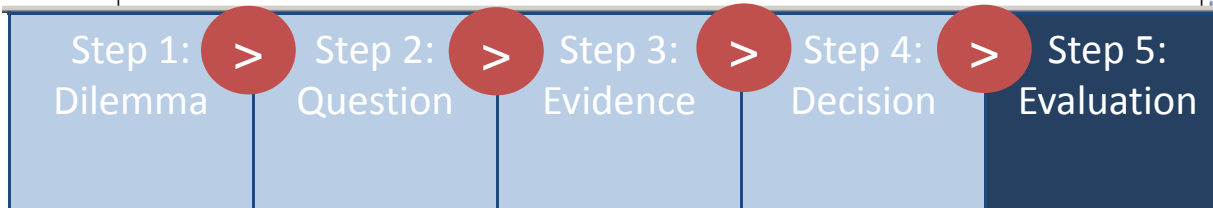
Determine if the intervention was effective?

Summarize and use assessment results to determine if the goal(s) are met.



# Dialogic Reading Observation Form

Introducing the Book	
<b>Title of the Book</b> The reader says the title of the book to the children before beginning the read aloud.	Circle Yes or No to indicate whether this occurs.  <input type="checkbox"/> YES <input type="checkbox"/> NO
<b>Author of the Book</b> The reader tells the children who the author of the book is before beginning the read aloud.	Circle Yes or No to indicate whether this occurs.  <input type="checkbox"/> YES <input type="checkbox"/> NO
<b>Asks a Question to Build Children's Interest</b> The reader asks the children at least one question before beginning to read the book to build the children's interest in the story. (Ex: <i>What do you think this book is about?</i> )	Circle Yes or No to indicate whether this occurs.  <input type="checkbox"/> YES <input type="checkbox"/> NO





## Read-Aloud Performance Feedback Tool

Learners should use Handout 6.5: Dialogic Reading Observation Form to evaluate their own videotaped dialogic reading session. Then, learners should give this form to their instructor to complete using Handout 6.5 and the videotaped dialogic reading session.

Name: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Date of Dialogic Reading: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Student: \_\_\_\_\_

### Book Selection

Strengths:

Areas to Develop Further:

### Introducing the Book

Strengths:

Performance  
Feedback Tool

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



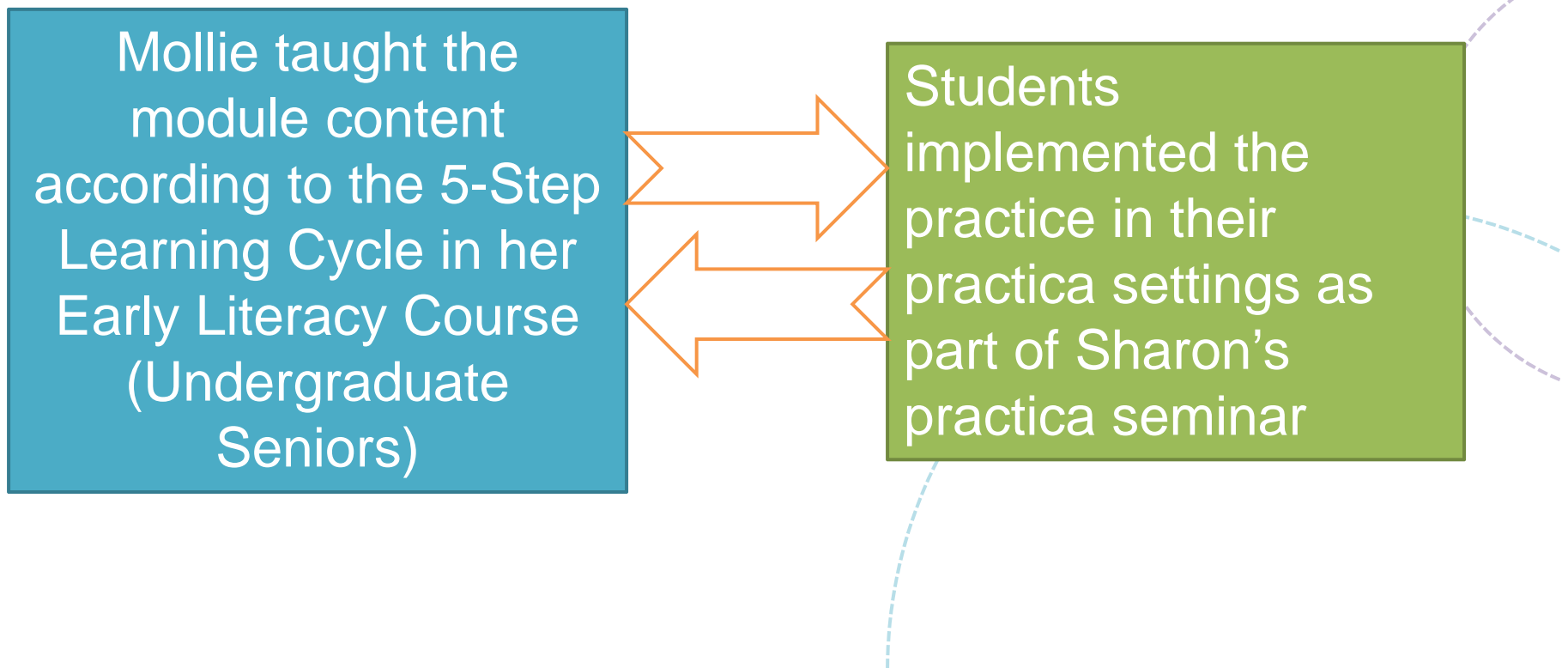
Step 4:  
Decision



Step 5:  
Evaluation

# Example of how Module 6 has been used

Collaboration between Mollie Lloyd, Asst Professor, UNC-CH  
& Sharon Palsha, Clinical Assistant Professor, UNC-CH





# Student Teacher's Journal Entry

*“ The children were so better engaged today because my reading was so much more intentional. I wasn't afraid to let them talk. In fact, it was exciting to hear their connections to the story.”*

# Student Teacher Shares her Experience



# Available Modules



**Module 1: Embedded Interventions**



**Module 2: Transition**



**Module 3: Communication for Collaboration**



**Module 4: Family-Professional Partnerships**



**Module 5: Assistive Technology Interventions**



**Module 6: Dialogic Reading**



**Module 7: Tiered Instruction (Social emotional development & Academic learning)**

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# Experience-Based Knowledge: Voices from the Field (In-service)

*“I’d like to mention that the CONNECT resources and modules are incredibly valuable for those of us who provide statewide in-service training and technical assistance to practicing EI professionals. The 5-Step Learning Cycle/problem solving framework supports group application of content. We plan to use this same framework in our Children with Complex Needs Initiative trainings and online coursework in 2012-13.”*

- Heidi Wettlaufer ( Pennsylvania Technical Assistance Network)

# Experience-Based Knowledge: Voices from the Field (In-service)

*“We have been discussing the possibility of standardizing the training around inclusion and serving children with special needs that is delivered through the CCR&R system, and we think the Connect modules that FPG has developed might be a good fit” – Jani Kozlowski (North Carolina Department of Health and Human Services)*





# Pair-Share

- How do you envision using CONNECT modules in your upcoming PD opportunities?
- Who might you share CONNECT modules with?

# Starting Small: How the Modules were Used

Lisa Stein  
Atlantic Cape Community  
College

- Has used resources from Modules 1-6
- Used modules in a variety of courses
- Used modules in classes with different formats (e.g., face-to-face, hybrid, online)
- Picked and chose parts of the modules to use

# Benefits of CONNECT modules

- Practice focused
- Real life dilemma – especially important for students to hear the parent's side of a dilemma

# CONNECT Website



# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

[HOME](#)[5-STEP LEARNING CYCLE™](#)[MODULES](#)[FOR INSTRUCTORS](#)[INSTRUCTOR SUPPORTS](#)[RESOURCE LIBRARY](#)[enlarge text +](#)[reduce text -](#)

## MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

[GO TO MODULES >](#)[FOR INSTRUCTORS >](#)

### 5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

[GO >](#)

### RESOURCE LIBRARY

Browse all available learner resources or search for specific resources.

[GO >](#)

### INSTRUCTOR SUPPORTS

View additional supports for instructors.

[GO >](#)

## NEW TO CONNECT MODULES?

[Video Quick Tours of the Site](#)[Tips for Instructors](#)[Site Help / Frequently Asked Questions](#)[Learn about the CONNECT project](#)

### Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. [Read more...](#)

[CONNECT Modules Workshop Discussion Board](#)

The CONNECT team enjoyed meeting

### News and Announcements

CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

[Read more...](#)



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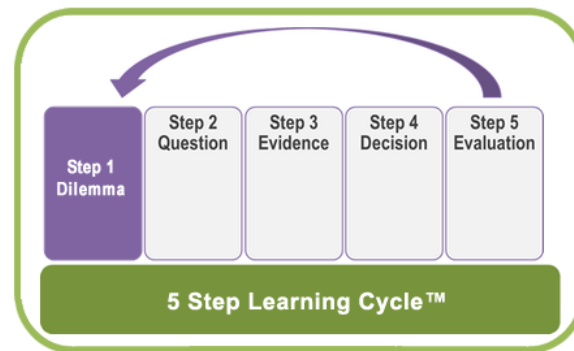
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## 5-Step Learning Cycle™

Each CONNECT Module focuses on a discrete practice in a key content area (e.g., inclusion, family-professional partnerships, transition) and is organized around the 5-Step Learning Cycle™. The 5-Step Learning Cycle™ is an innovative approach for making evidence-based practice decisions. It is based on realistic problems to solve and the importance of integrating multiple perspectives and sources of evidence.

To learn more about the cycle, click on the step to read the descriptions below or watch the video clip: [CONNECT Modules: 5-Step Learning Cycle™](#).



### Step 1. Dilemma

In **Step 1**, the learner considers a realistic dilemma to be solved. The dilemma is presented from the perspectives of family members and / or the practitioners.

VIDEO CLIP: CONNECT Modules 5-Step Learning Cycle™

(1:40 minutes)

# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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## Instructor Supports

### Getting Started?

New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

[View Video](#)

### Tour This Site

Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

[View Quick Tours](#)

### Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

[Join Discussions](#)[Tips and Techniques >](#)[Frequently Asked Questions >](#)

#### Tell Us What You Think

Take a brief survey to let us know about your experience using the CONNECT Modules website.

[Take the Survey](#)

### Module Resources for Instructors

[Textbooks that align with CONNECT Modules](#)[Courses in which faculty have embedded CONNECT Modules](#)[Overview of CONNECT Module Development, Design, Evaluation and Implementation](#)[Personnel Preparation Standards & CONNECT Modules](#)[Brief descriptions of the CONNECT Modules](#)

### Need Help?

Contact us directly at:  
[connect@unc.edu](mailto:connect@unc.edu) or, post your questions to: [Getting Started Q&A Discussion](#)

## Getting Started?

New to CONNECT Modules? View a short video of an overview of CONNECT Modules' evidence-based practice approach to professional development.



## CONNECT Modules



### More Getting Started Resources

- [Getting Started: The CONNECT Modules Website Guide](#)

- [FPG Snapshot: Evidence Based Practice](#)

Is this your first time using an evidence-based practice approach in your professional development? Download this PDF document for a quick overview of EBP.

- [Overview of CONNECT Module Development, Design, Evaluation and Implementation](#)

A document for professional development curricula designers wanting to know more on how the CONNECT Modules were developed.

- [Examples of Instructional Methods](#)

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# CONNECT Module Discussions

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using CONNECT Modules.

## Featured Discussion

### Beyond the Inner Circle: Busting Barriers to Implementation of the CONNECT Modules








By Marilou Hyson

CONNECT Modules provide a rich resource to faculty and PD providers, so why doesn't everyone use them? Are there new ways to "slice and dice" the CONNECT Module pie? Join Marilou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

[Read More and Comment](#)



## Discussions by CONNECT Module

Module 1 Embedded Interventions	Module 2 Transition	Module 3 Communication for Collaboration	Module 4 Family-Professional Partnerships
<p><a href="#">Embedding Module 1 into an In-Service Setting</a> by Sandy Ginther and Linda Robinson (10+comments)</p> <p><i>Setting:</i> In-Service <i>Primary discipline:</i> Early childhood special education <i>Format:</i> Face-to-Face</p> 	<p><a href="#">Transition and Therapy Services</a> by Christine Myers (10+ comments)</p> <p><i>Setting:</i> 4-year IHE <i>Primary discipline:</i> Occupational Therapy</p> 	<p><a href="#">Communication - it's more than just words</a> by Hatice Dogan (20+ comments)</p> <p><i>Setting:</i> Graduate <i>Primary discipline:</i> Early childhood <i>Course:</i> Families and Teams (Interdisciplinary) <i>Format:</i> Face-to-Face</p> 	<p><a href="#">Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards</a> by Nancy Grausam (30+ comments)</p> <p><i>Setting:</i> 2-year IHE <i>Primary discipline:</i> Early childhood <i>Course:</i> Young Children with Special Needs <i>Format:</i> Face-to-Face</p> 
<p><a href="#">Embedding Module 1 into a College Course</a> by Johnna Darragh (10+comments)</p> <p><i>Setting:</i> 2-year IHE <i>Primary discipline:</i> Early childhood <i>Courses:</i> Introduction to ECE, Introduction to Special Education <i>Format:</i> Online and Face-to-Face</p> 	<p><a href="#">CONNECT Module on Transition Supports National EC Priorities</a> by Rena Hallam (20+ comments)</p> <p><i>Setting:</i> 4-year IHE <i>Primary discipline:</i> Early childhood <i>Subject:</i> Early childhood policies</p> 	<p><a href="#">Using CONNECT Modules to teach graduate students how they can use evidence based practices</a> by Susan Fowler (10+ comments)</p> <p><i>Setting:</i> Graduate <i>Primary discipline:</i> Special Education <i>Format:</i> Hybrid (Face-to-Face and Online)</p> 	

## Instructor Supports

### Getting Started?

New to CONNECT Modules? View a short 4-minute video to learn about CONNECT's evidence-based practice approach to professional development.

[View Video](#)

### Tour This Site

Video tutorials, which are quick guided tours of the CONNECT Modules site, will introduce you to the site, how to use it, and where to look for information.

[View Quick Tours](#)

### Join the Conversation

Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.

[Join Discussions](#)

[Tips and Techniques >](#)

[Frequently Asked Questions >](#)

#### Tell Us What You Think

Take a brief survey to let us know about your experience using the CONNECT Modules website.

[Take the Survey](#)

### Module Resources for Instructors

[Textbooks that align with CONNECT Modules](#)

[Courses in which faculty have embedded CONNECT Modules](#)

[Overview of CONNECT Module Development, Design, Evaluation and Implementation](#)

[Personnel Preparation Standards & CONNECT Modules](#)

[Brief descriptions of the CONNECT Modules](#)

### Need Help?

Contact us directly at:  
[connect@unc.edu](mailto:connect@unc.edu) or, post your questions to: [Getting Started Q&A Discussion](#)

Step 1:  
Dilemma



Step 2:  
Question



Step 3:  
Evidence



Step 4:  
Decision



Step 5:  
Evaluation



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# Handout: Connection to Standards

## Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

### Module 1: Embedded Interventions

NAEYC Core Standards  
for Initial and Advanced  
Early Childhood Preparation Programs

NAEYC Standard 1: Promoting Child  
Development and Learning  
1a: Knowing and understanding  
young children's characteristics and  
needs.

NAEYC Standard 4: Using Developmentally  
Effective Approaches to Connect  
with Children and Families  
4b: Knowing and understanding  
effective strategies and tools for early  
education.

NAEYC Standard 6: Becoming a  
Professional

6c: Engaging in continuous, collaborative  
learning to inform practice  
6d: Integrating knowledgeable,  
reflective, and critical perspectives  
on early education

CEC / DEC Initial Standards  
Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)  
(CC= common core; EC = early childhood; K= knowledge; S= Skills)

CEC/DEC Standard 1: Foundations—Know philosophies, evidence-based principles, laws, and diverse and historical points of view.  
CC1K4 – Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  
CEC/DEC Standard 3: Individual Learning Differences—Know evidence-based practices validated for certain characteristics of learners. Understand the influence of culture, primary language, and social and physical environments.  
EC3 S1 – Develop, implement, and evaluate learning experiences and strategies to characteristics of infants and young children.  
EC3 S2 – Develop and match learning experiences and strategies to a repertoire of evidence-based instructional strategies that promote the success of children.  
CEC/DEC Standard 4: Instructional Strategies—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children.  
CC4K1 – Evidence-based practices validated for specific characteristics of learners and settings.  
CC4 S2 – Use strategies to facilitate integration into various settings.  
CC4 S4 – Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.  
EC4 S1 – Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community.  
EC4 S2 – Facilitate child-initiated development and learning.  
CEC/DEC Standard 5: Learning Environments and Social Interactions—Actively create learning environments that foster cultural understanding, safety, emotional well-being, positive social interactions, and active engagement.  
CC5 S4 – Design learning environments that encourage active participation in individual and group activities.  
EC5 S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments.  
EC5 S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.  
EC5 S3 – Embed learning opportunities in everyday routines, relationships, activities, and places.  
EC5 S4 – Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.  
CEC/DEC Standard 6: Language—Understand typical and atypical language skills of individuals with exceptional learning needs.  
CC6 S1 – Use strategies to support and enhance communication skills of individuals with exceptional learning needs.  
CEC/DEC Standard 7: Instructional Planning—Develop long- and short-range goals.  
EC7 S6 – Develop individualized plans that support development and learning as well as caregiver responsiveness.  
EC7 S7 – Develop an individualized plan that supports the child's independent functioning in the child's natural environments.  
EC7 S8 – Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds.  
CEC/DEC Standard 9: Professional and Ethical Practice  
CC9 S13 – Demonstrate commitment to engage in evidence-based practices.  
EC9 S6 – Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds.

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# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

[HOME](#)[5-STEP LEARNING CYCLE™](#)[MODULES](#)[FOR INSTRUCTORS](#)[INSTRUCTOR SUPPORTS](#)[RESOURCE LIBRARY](#)[enlarge text +](#)[reduce text -](#)

## MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

[GO TO MODULES >](#)[FOR INSTRUCTORS >](#)

### 5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

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Browse all available learner resources or search for specific resources.

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### Discussions

CONNECT Module 5: Assistive Technology Interventions in an Online Course

How have you engaged students to learn about effective practices in an online environment? Kathy Allen from Blue Ridge Community College shares her experience on using CONNECT Module 5 with her students. [Read more...](#)

[CONNECT Modules Workshop Discussion Board](#)

The CONNECT team enjoyed meeting

### News and Announcements

CONNECT Module 6: Dialogic Reading Practices

Meet Tenisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.

[Read more...](#)



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## For Instructors

**Dashboards** are instructor homepages for each module. They contain links to all learner materials as well as instructor materials, including: activity guides, personnel preparation standards, OSEP indicators and outcomes, and downloadable versions of videos and audio clips.

### Module 1: Embedded Interventions

Module 1 focuses on the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

[Go to Dashboard >](#)

### Module 2: Transition

Module 2 focuses on practices to help support children and families as they transition among programs in the early care and education system.

[Go to Dashboard >](#)

### Module 3: Communication for Collaboration

Module 3 focuses on communication practices that can be used to promote collaboration with professionals and families in early care and education, and intervention settings.

[Go to Dashboard >](#)

### Module 4: Family-Professional Partnerships

Module 4 focuses on practices related to building trusting family-professional partnerships when working with families of young children.

[Go to Dashboard >](#)

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[Video Quick Tours of the Site](#)[Instructor Supports](#)[Learn more about the CONNECT project](#)

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questions to:

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[Q&A Discussion](#)

## Module 4: Family-Professional Partnerships

### Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

[View Module](#)

### Instructor Dashboard

[View Module](#)[Module Table of Contents](#)[Personnel Preparation Standards](#)[OSEP Indicators and Outcomes](#)

Click on a step from the 5-Step Learning Cycle to view the description.



In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.


[Activities & Guides](#)




## Instructor Dashboard



[View Module](#)

 [Module Table of Contents](#)

 [Personnel Preparation Standards](#)

 [OSEP Indicators and Outcomes](#)

*Click on a step from the 5-Step Learning Cycle to view the description.*



In this module, learners watch videos portraying the real world dilemma of how a father and teacher work together to develop a trusting partnership. Learners are asked to describe the dilemma in an activity following the videos.

### [Activities & Guides](#)

▶ [Step 1: Dilemma](#)

▶ [Step 2: Question](#)

▶ [Step 3: Evidence](#)

▶ [Step 4: Decision](#)

## ▼ Activities & Guides

### ► Step 1: Dilemma

### ► Step 2: Question

### ► Step 3: Evidence

### ▼ Step 4: Decision

#### **Activity 4.11a: Consider the unique contexts** Word document

-  Activity Guide 4.11a: Consider the unique contexts [Level-Intermediate]

#### **Activity 4.12a: Use evidence-based practice decision-making** Word document

-  Activity Guide 4.12a: Use evidence-based practice decision-making [Level-Intermediate]

#### **Activity 4.13a: Create an implementation plan to develop a trusting partnership with Aaron**

 Word document

-  Activity Guide 4.13a: Create an implementation plan to develop a trusting partnership with Aaron [Level-Intermediate]

# CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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## Resource Library



The Resource Library allows you to browse through all of the learner module resources consisting of documents and media files. You can search by keywords (age, content area, etc.) for specific resources using the Keyword Search. Use the Guided Search to search for resources by module, step within the module, or tags. Both searches return results that allow for advanced search options found in the right column of the Resource Library page.

### Keyword search

With all of the words




### Guided search

Click a term to initiate a search.

#### Resource Type

[Activity](#) (77)  
[Video](#) (62)

[Handout](#) (55)  
[Audio](#) (38)

#### Module

[Module 1: Embedded Interventions](#) (55)

[Module 2: Transition](#) (40)

[Module 3: Communication for Collaboration](#) (29)

[Module 4: Family-Professional Partnerships](#) (36)

[Module 5: Assistive Technology Interventions](#) (38)

[Module 6: Dialogic Reading Practices](#) (34)

#### Module Step

[Step 1: Dilemma](#) (17)

[Step 2: Question](#) (7)

[Step 3: Evidence](#) (144)

[Step 4: Decision](#) (47)

[Step 5: Evaluation](#) (11)

#### Tags

[family](#) (60)

[embedded interventions](#) (54)

[collaboration](#) (53)

[communication](#) (53)

[age 3-8](#) (46)

[center-based](#) (39)

[transition](#) (38)

[planning and facilitation tools](#) (24)

[partnership-oriented practices](#) (23)

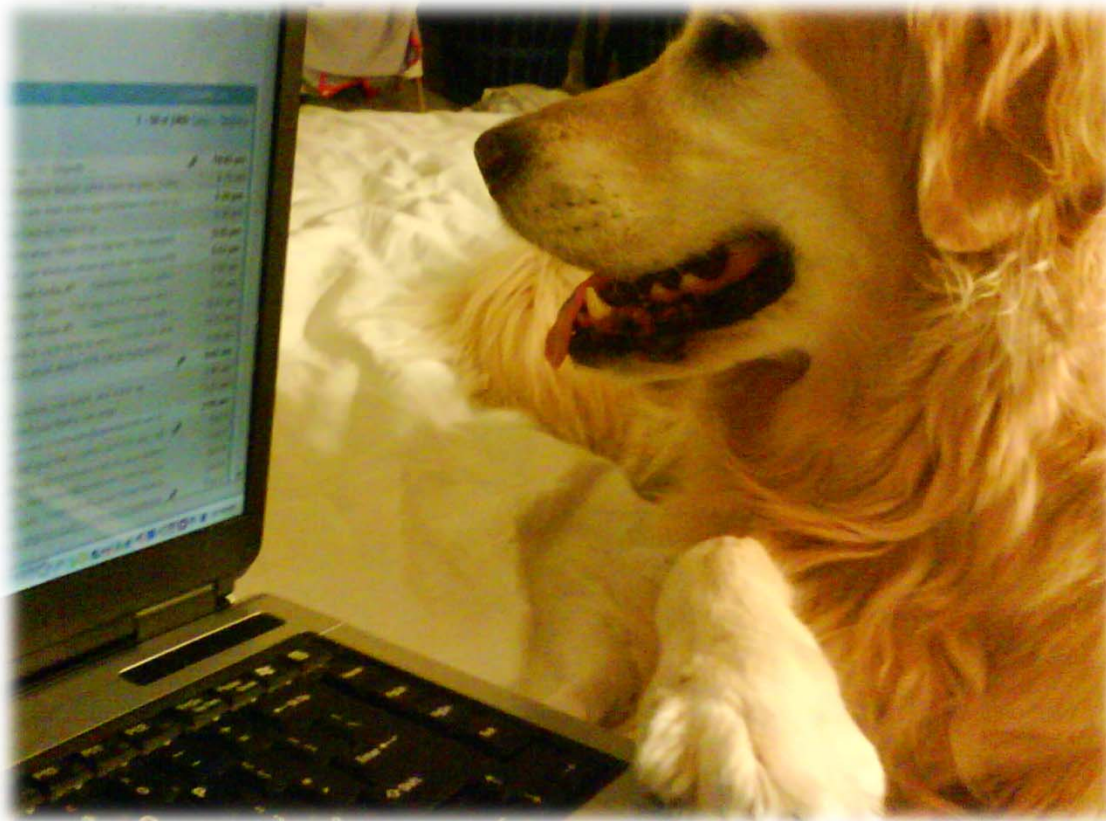
[peer support](#) (17)

[home-based](#) (15)

[research](#) (15)

[age 0-3](#) (14)

[policy](#) (12)



Tech Help

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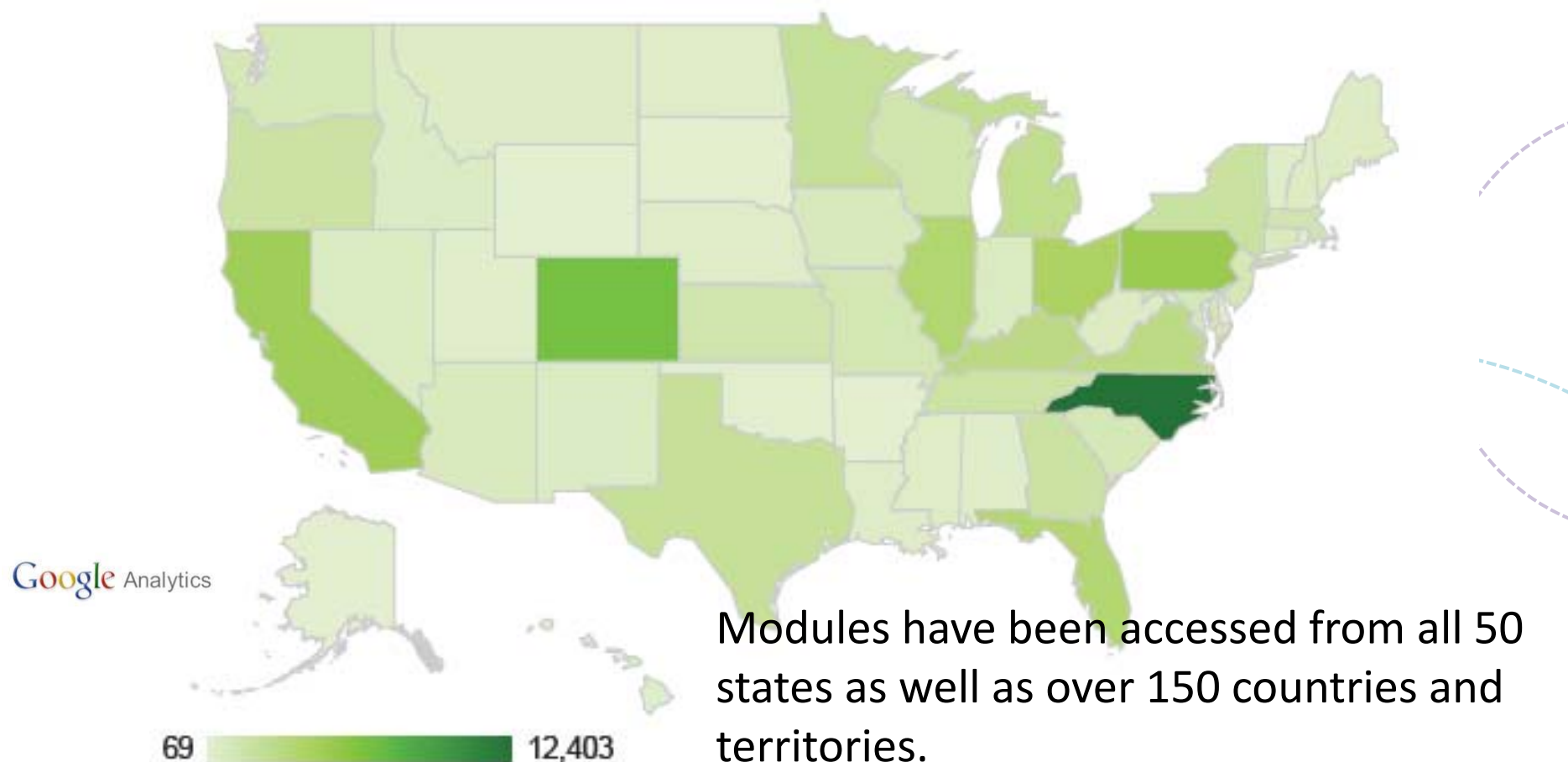
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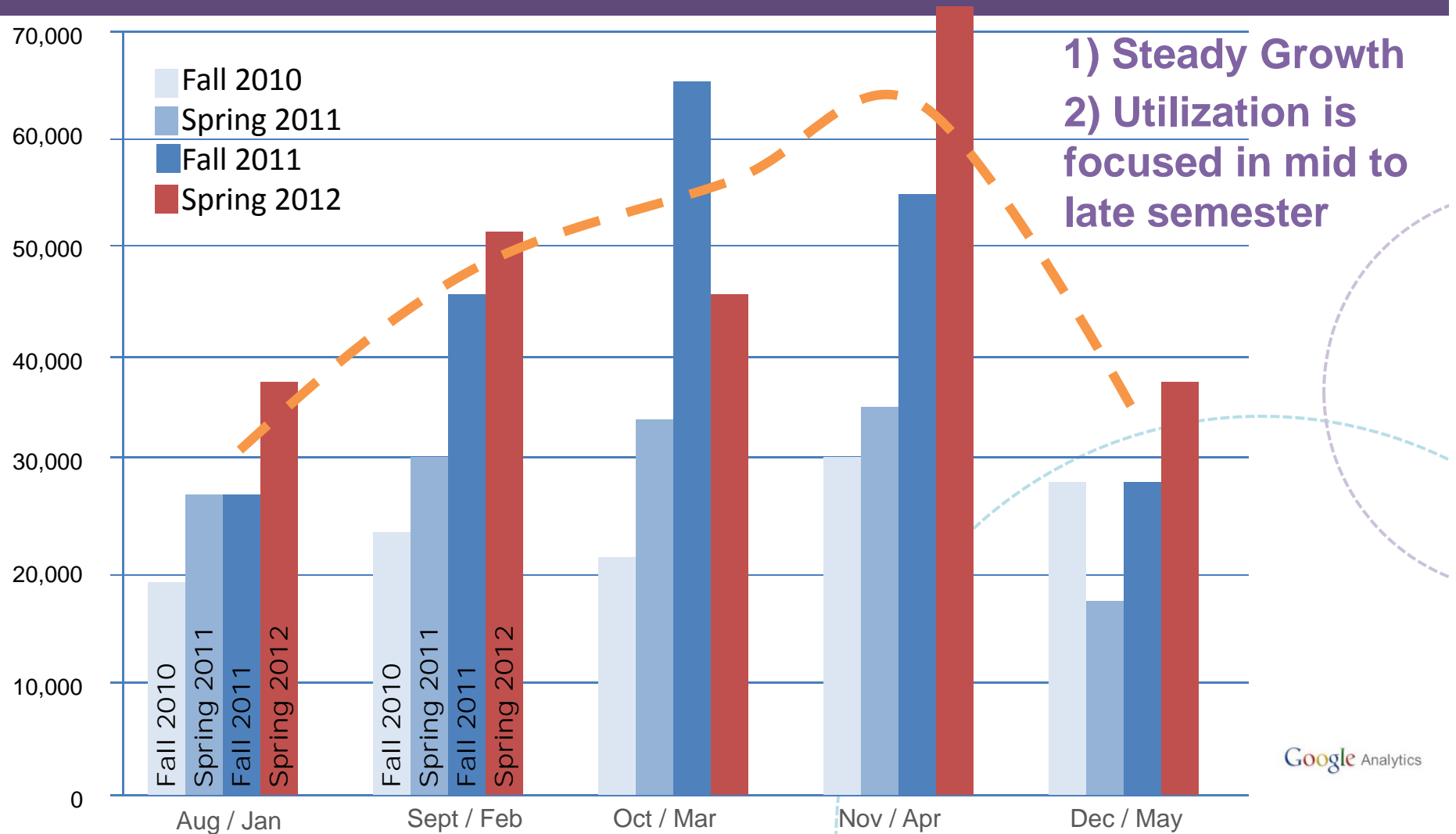
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# What We Learned: Our Reach



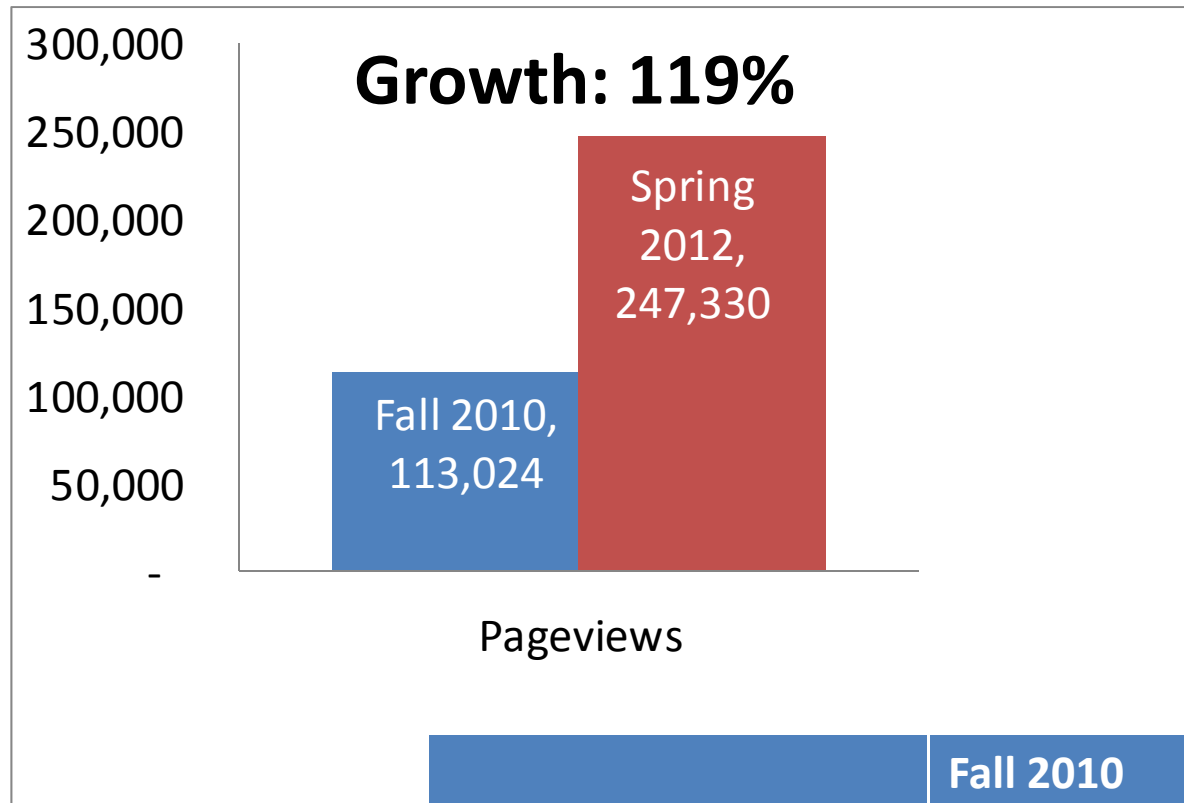


# What We Learned: Overview of Module Use (Fall 2010 – Spring 2012)



Google Analytics

# Module Growth (Fall 2010 / Fall 2011)



Google Analytics

	Fall 2010	Spring 2012	Growth
Average time on site	9 min 3 s	13 min 48 s	52%

# Quality and Relevance of Modules

	Module 1	Module 2	Module 3	Module 4	Module 5
Quality	4.67	4.75	4.67	5.00	5.00
Relevance	4.60	4.75	4.67	4.60	4.50

\*Based on a scale of 1-5 where “5” is the highest possible rating

# Usefulness of Modules

Module resources were useful.

Resources / Assets	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5
<b>Activities</b>	4.48	4.75	5.00	4.80	5.00
<b>Activity Guides and Alternate Activities</b>	4.25	4.00	5.00	4.40	5.00
<b>Handouts</b>	4.48	4.50	4.67	4.80	5.00
<b>Video clips</b>	4.87	5.00	5.00	5.00	5.00

\*Based on a scale of 1-5 where “5” is the highest possible rating



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# Usefulness of the Overall Design of the Module (5-Step Learning Cycle)

Mod 1	Mod 2	Mod 3	Mod 4	Mod 5
4.39	4.50	5.00	4.50	4.60

\*Based on a scale of 1-5 where “5” is the highest possible rating



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# Pair-Share



- Do you have additional ideas about how you may use the modules?



# Dive Deeper into CONNECT Modules...



**2012 Division of Early Childhood  
Annual Conference  
Pre-Conference Workshop  
Minneapolis, MN  
Date: October, 28, 2012  
Time: 9:00 am – 4:00 pm**



# More Ways to **CONNECT**



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