CONNECTION
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
The CONNECT Team

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IDEAs that Work
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®
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

NAEYC: National Association for the Education of Young Children
2010 NAEYC Standards
for Initial and Advanced
Early Childhood Professional Preparation Programs
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

Collect data on student performance

Design learning opportunities and key assessments aligned with NAEYC Standards

Analyze and use student performance data to improve 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

- Effective professional development
- Increase in teachers’ knowledge and use of evidence-based practice
- Improved child and family outcomes
Context: Practitioners are Expected to Use Evidence-Based Practice
Context: Faculty & 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.

identified specific practices that have been validated through a rigorous review process.

Buysse & Wesley, 2006; Buysse, 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

5 Step Learning Cycle™ - Process for Making Evidence-Based Practice Decisions
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)
## CONNECT Modules: Connecting Standards to Practices

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

- Research
- Policies
- Experience-based knowledge

- Definition/
- Demonstration of Practice

Evidence

Teaching Component
Research Summary on Dialogic Reading

What Works Clearinghouse

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 report 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. Together these five studies included over 500 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.

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

<table>
<thead>
<tr>
<th>Oral language</th>
<th>Print knowledge</th>
<th>Phonological processing</th>
<th>Early reading/writing</th>
<th>Cognition</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive effects</td>
<td>N/A</td>
<td>No discernible effects</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average: +1 to +9 percentile points</td>
<td>N/A</td>
<td>Average: +9 percentile points</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Range: -6 to +40 percentile points</td>
<td>N/A</td>
<td>Range: N/A to +40 percentile points</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

1. To be eligible for the WWC’s review, the Early Childhood Education (ECE) interventions had to be implemented in English in centers and 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 do not allow the effects of Dialogic Reading alone to be determined. See the section titled "Findings for Dialogic Reading plus Sound Foundations" and Appendix A 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

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<th>Step 1: Dilemma</th>
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Defining the Practice

Step 1: Dilemma
Step 2: Question
Step 3: Evidence
Step 4: Decision
Step 5: Evaluation
**Dialogic reading** is a specific type of interactive reading that relies on a set of strategies called PEER (Prompt-Evaluate-Expand-Repeat) 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
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
Step 4: Decision

Evidence
- Research
- Policies
- Experience-based knowledge

Unique Perspectives & Contexts of the Dilemma

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

CONNECT
CROWD Strategy Planning Sheet

Title: [ ]
Author: [ ]
Illustrator: [ ]

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?)
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

Title of the Book
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.

[ ] YES [ ] NO

Author of the Book
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.

[ ] YES [ ] NO

Asks a Question to Build Children’s Interest
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: What do you think this book is about?)

Circle Yes or No to indicate whether this occurs.

[ ] YES [ ] NO

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

CONNECT
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: __________________________

<table>
<thead>
<tr>
<th>Book Selection</th>
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<tbody>
<tr>
<td>Strengths:</td>
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<table>
<thead>
<tr>
<th>Areas to Develop Further</th>
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<td>Strengths:</td>
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Step 1: Dilemma
Step 2: Question
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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

Mollie taught the module content according to the 5-Step Learning Cycle in her Early Literacy Course (Undergraduate Seniors)

Students implemented the practice in their practica settings as part of Sharon’s practica seminar
“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)
“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 Wettlauffer (Pennsylvania Technical Assistance Network)
“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)
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

- 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

Walk through with us

Go to http://community.fpg.unc.edu
5-STEP LEARNING CYCLE™
Learn more about our innovative approach for making an evidence-based practice decision.

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...
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)
Getting Started?

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

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
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.

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.

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

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@email.edu or post your question on our Help & Support Q&A Discussion.
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 Marliou 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 Marliou Hyson for a discussion about barriers to module use and ways to bust through those barriers.

Read More and Comment

Discussions by CONNECT Module

<table>
<thead>
<tr>
<th>Module 1</th>
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<th>Module 3</th>
<th>Module 4</th>
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<tr>
<td>Embedded Interventions</td>
<td>Transition and Therapy Services</td>
<td>Communication - It's more than just words</td>
<td>Using Module 4 Family-Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards</td>
</tr>
<tr>
<td>by Sandy Gasser and Linda Richardson (10+ comments)</td>
<td>by Christine Myers (10+ comments)</td>
<td>by Helene Degen (20+ comments)</td>
<td>by Nancy Goosens (30+ comments)</td>
</tr>
<tr>
<td>Setting: In-Service</td>
<td>Setting: 4-year IIE Primary discipline: Occupational Therapy</td>
<td>Setting: Graduate Primary Disciplines: Early childhood Course: Families and Teams (Interdisciplinary) Format: Face-to-Face</td>
<td>Setting: 2-year IIE Primary discipline: Early childhood Course: Young Children with Special Needs Format: Face-to-Face</td>
</tr>
<tr>
<td>Embedding Module 1 into an In-Service Setting</td>
<td>Transition and Therapy Services by Christine Myers (10+ comments)</td>
<td>Communication - It's more than just words by Helene Degen (20+ comments)</td>
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<tr>
<td>Embedded Module 1 into a College Course</td>
<td>Connect Module on Transition by Rona Holahan (20+ comments)</td>
<td>Using CONNECT Modules to teach graduate students how they can use evidence based practices by Susan Fowler (10+ comments)</td>
<td>Using Module 4 Family-Professional Partnerships to Enhance Students’ Understanding of Families and the NAEYC Professional Preparation Standards by Nancy Goosens (30+ comments)</td>
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<tr>
<td>by Jolene Derrick (10+ comments)</td>
<td>Setting: 4-year IIE Primary discipline: Early childhood Course: Introduction to ECE, Introduction to Special Education Format: Online and Face-to-Face</td>
<td>Setting: Graduate Primary Disciplines: Early childhood Course: Special education Format: Hybrid (Face-to-Face and Online)</td>
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Instructor Supports

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View Video

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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 Module website.

Take the Survey

Module Resources for Instructors

- Textbooks that align with CONNECT Modules
- Courses in which faculty have embedded CONNECT Modules
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Step 1: Dilemma
Step 2: Question
Step 3: Evidence
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Step 5: Evaluation

Need Help?
Contact us directly at connect@unc.edu or post your question to the Blog, Started Q&A Discussion
### Handout: Connection to Standards

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

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<th>Module 1: Embedded Interventions</th>
<th>CEC / DEC Initial Standards</th>
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<tr>
<td><strong>NAYC Core Standards</strong></td>
<td>Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</td>
</tr>
<tr>
<td><strong>CEC/DEC Initial Standards</strong></td>
<td>Knowledge and Skill Base for All Beginning Early Childhood Special Education/Early Intervention (Birth to Age 8)</td>
</tr>
<tr>
<td><strong>NAEYC Standard 1: The Value of Children’s Early Experiences</strong></td>
<td><strong>CEC/DEC Standard 1: Foundations</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
</tr>
<tr>
<td><strong>NAEYC Standard 2: The Value of Early Learning</strong></td>
<td><strong>CEC/DEC Standard 2: Early Childhood Development</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
</tr>
<tr>
<td><strong>NAEYC Standard 3: The Value of A Learning Environment</strong></td>
<td><strong>CEC/DEC Standard 3: Early Childhood Environment</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
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<tr>
<td><strong>NAEYC Standard 4: The Value of Effective Teaching</strong></td>
<td><strong>CEC/DEC Standard 4: Early Childhood Teaching</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
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<td><strong>NAEYC Standard 5: The Value of Effective Leadership</strong></td>
<td><strong>CEC/DEC Standard 5: Early Childhood Leadership</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
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<tr>
<td><strong>NAEYC Standard 6: The Value of Early Health and Social Equity</strong></td>
<td><strong>CEC/DEC Standard 6: Early Childhood Health and Social Equity</strong>—Explain the role of early experiences in shaping children’s development and readiness for learning</td>
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</table>

### CEC/DEC Standard 1: Foundations—Explain the role of early experiences in shaping children’s development and readiness for learning


### CEC/DEC Standard 2: Early Childhood Development—Explain the role of early experiences in shaping children’s development and readiness for learning


### CEC/DEC Standard 3: Early Childhood Environment—Explain the role of early experiences in shaping children’s development and readiness for learning


### CEC/DEC Standard 4: Early Childhood Teaching—Explain the role of early experiences in shaping children’s development and readiness for learning


### CEC/DEC Standard 5: Early Childhood Leadership—Explain the role of early experiences in shaping children’s development and readiness for learning


### CEC/DEC Standard 6: Early Childhood Health and Social Equity—Explain the role of early experiences in shaping children’s development and readiness for learning


**CONNECT 2012**

http://connect.fpg.unc.edu
CONNECT Modules
CONNECT: The Center to Mobilize Early Childhood Knowledge

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”.

5-STEP LEARNING CYCLE™
Learn more about our innovative approach for making an evidence-based practice decision.

RESOURCE LIBRARY
Browse all available learner resources or search for specific resources.

INSTRUCTOR SUPPORTS
View additional supports for instructors.

GO TO MODULES >
FOR INSTRUCTORS >

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 using CONNECT Module 5 with her students. Read more...

News and Announcements
CONNECT Module 6: Dialogic Reading Practices
Meet Tanisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class. Read more...

CONNECT Modules Workshop
Discussion Board
The CONNECT team enjoyed meeting...
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.

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.

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.

Module 4: Family-Professional Partnerships

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

Instructor Dashboard

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.
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 [Level-Intermediate]
  - Activity Guide 4.11a: Consider the unique contexts [Level-Intermediate]
  - Activity 4.12a: Use evidence-based practice decision-making [Level-Intermediate]
  - Activity 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

HOME | 5-STEP LEARNING CYCLE™ | MODULES | FOR INSTRUCTORS | INSTRUCTOR SUPPORTS | RESOURCE LIBRARY

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”.

5-STEP LEARNING CYCLE™
Learn more about our innovative approach for making an evidence-based practice decision

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

RESOURCE LIBRARY
Browse all available learner resources or search for specific resources.

INSTRUCTOR SUPPORTS
View additional supports for instructors.

NEW TO CONNECT MODULES?
Video Quick Tours of the Site
Tips for Instructors
Site Help / Frequently Asked Questions
Learn about the CONNECT project

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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.

News and Announcements
CONNECT Module 6: Dialogic Reading Practices
Meet Tanisha, a pre-K teacher who wants to maximize the benefits of storybook reading for the children in her class.
Read more...
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. Each search returns results that allow for advanced search options found in the right column of the Resource Library page.

### Keyword search

- Enter a keyword or phrase in the search box.
- Click the Search button to initiate the search.

### Guided search

**Resource Type**

- Activity (77)
- Video (62)
- Handout (56)
- 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 (33)
- 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 3-6 (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)
Email: connect@unc.edu
What We Learned: Our Reach

Modules have been accessed from all 50 states as well as over 150 countries and territories.
What We Learned: Overview of Module Use
(Fall 2010 – Spring 2012)

1) Steady Growth
2) Utilization is focused in mid to late semester
Module Growth (Fall 2010 / Fall 2011)

Growth: 119%

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2012</th>
<th>Growth</th>
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<tbody>
<tr>
<td>Average time on site</td>
<td>9 min 3 s</td>
<td>13 min 48 s</td>
<td>52%</td>
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# Quality and Relevance of Modules

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<tr>
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<td>Module 5</td>
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*Based on a scale of 1-5 where “5” is the highest possible rating*
Usefulness of Modules

Module resources were useful.

<table>
<thead>
<tr>
<th>Resources / Assets</th>
<th>Mod 1</th>
<th>Mod 2</th>
<th>Mod 3</th>
<th>Mod 4</th>
<th>Mod 5</th>
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<td>5.00</td>
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</tbody>
</table>

*Based on a scale of 1-5 where “5” is the highest possible rating*
### Usefulness of the Overall Design of the Module (5-Step Learning Cycle)

<table>
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<th>Mod 1</th>
<th>Mod 2</th>
<th>Mod 3</th>
<th>Mod 4</th>
<th>Mod 5</th>
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<tr>
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<td>5.00</td>
<td>4.50</td>
<td>4.60</td>
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</tbody>
</table>

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

subscribe-npdciii-news@listserv.unc.edu

http://www.facebook.com/pages/CONNECT-Modules/465314135485

Got tech questions?: connect@unc.edu

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