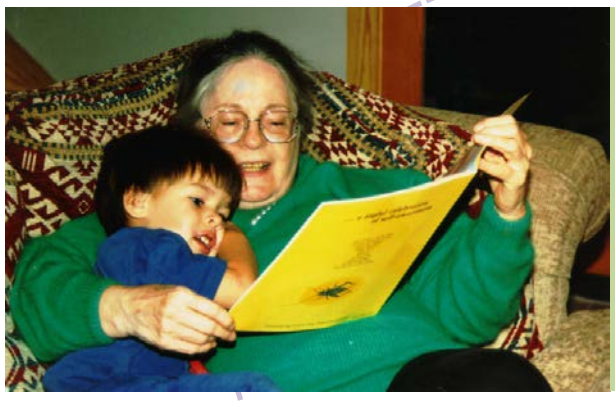


CONNECT

The Center to Mobilize Early Childhood Knowledge

CONNECTing Evidence-Based Practice and Teacher Research: Using a 5-Step Learning Cycle for Organizing PD Content

Dale Epstein & Chih-Ing Lim

NAEYC PDI 2013

http://community.fpg.unc.edu

UNC FPG CHILD DEVELOPMENT INSTITUTE

UNIVERSITY OF KENTUCKY

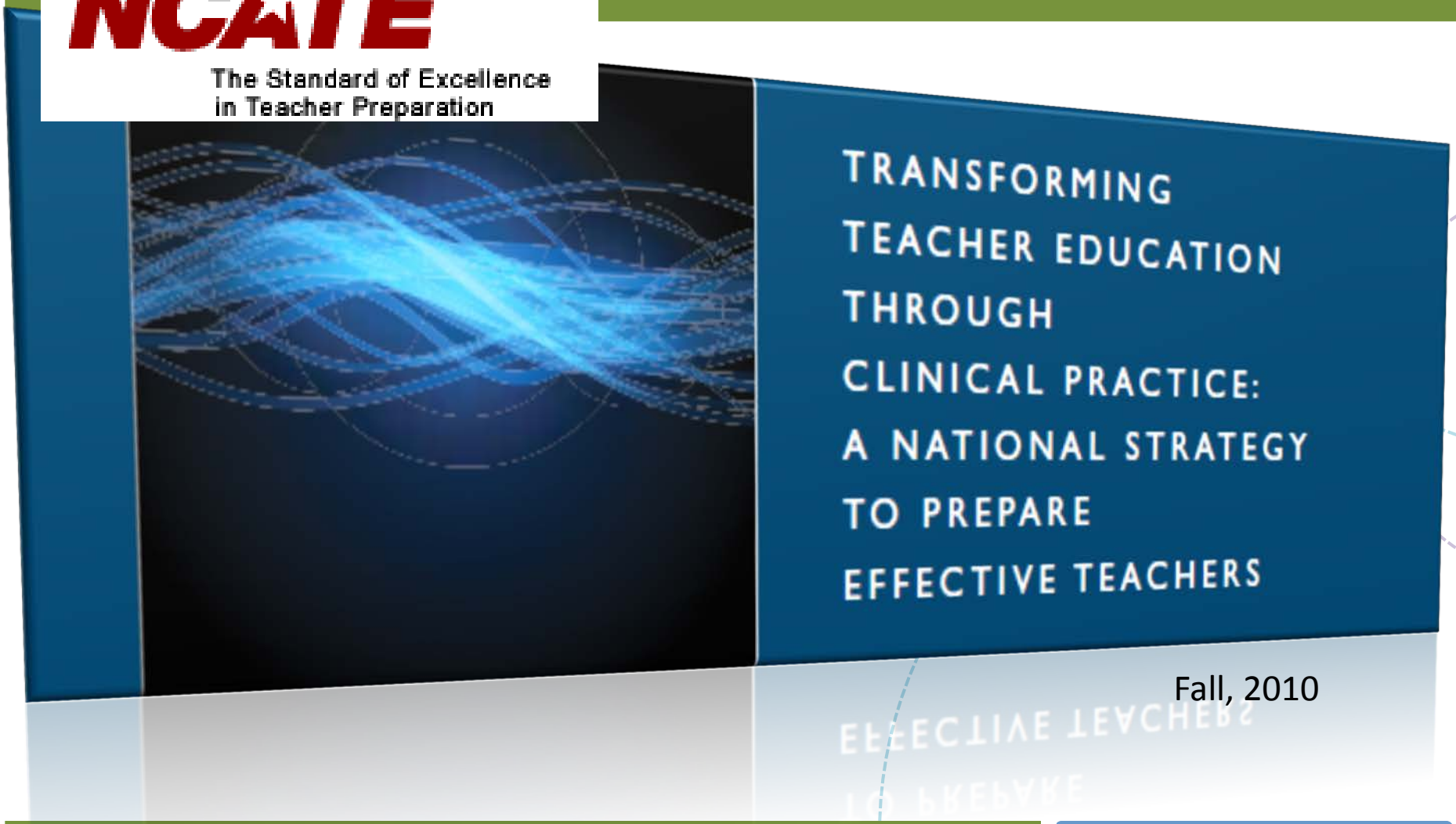
IDEAs that Work

Context: The Great American Workforce

Source: http://www.flickr.com/photos/mrsdkrebs/5903152720/

Context: Focus on Clinical Practice

NCATE
The Standard of Excellence in Teacher Preparation



Fall, 2010

Context: Increased Focus on Individualizing for Each and Every Child

Integrate clinical practice into every facet of teacher education

- NCATE, 2010

Context: Child Care Professionals are Expected to Use Evidence-Based Practice

Context: Faculty and PD Providers are Expected to Incorporate EBP into their Work

However…

- Lack of consensus on definition of EBP

- Issue of how to incorporate EBP into preservice learning to effectively prepare early educators.

Evidence-Based Practice is……

identifying specific research-based practices that have been validated through a rigorous review process

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

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 process** focuses on effective methods for building practitioners' knowledge and application of evidence-based practices

Overview of FREE CONNECT Modules

http://community.fpg.unc.edu

CONNECT Modules: Free practice-focused approach

Our Target Audience

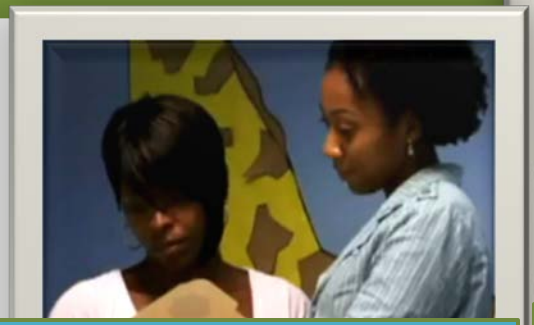
- 2-year and 4-year college faculty

- Other professional development providers (e.g., trainers, TA specialists, coaches)

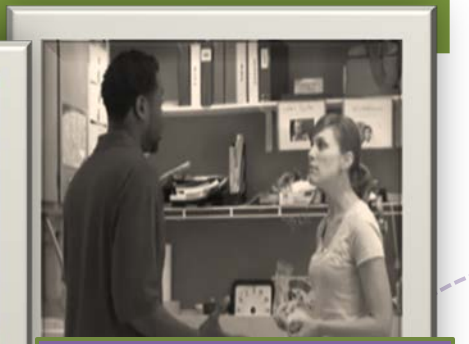
Available Modules

Module 1: Embedded Interventions

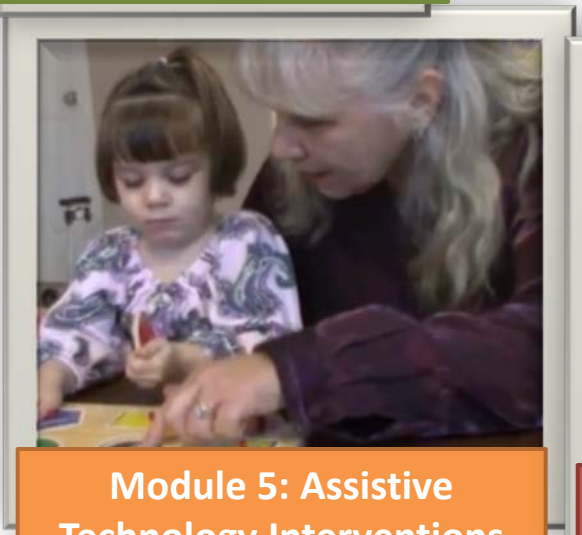
Module 2: Transition



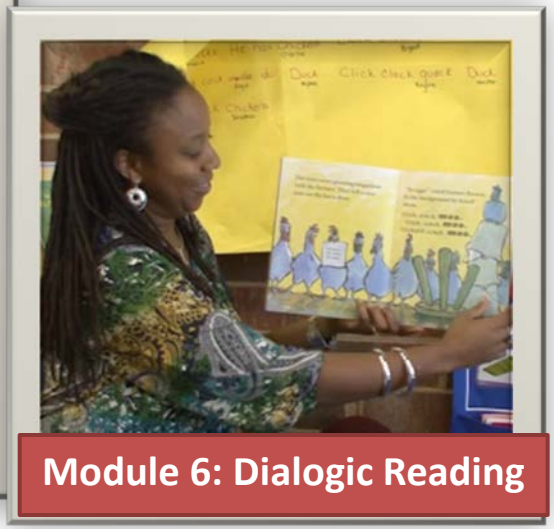
Module 3: Communication for Collaboration



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 Aligned to Personnel Preparation Standards

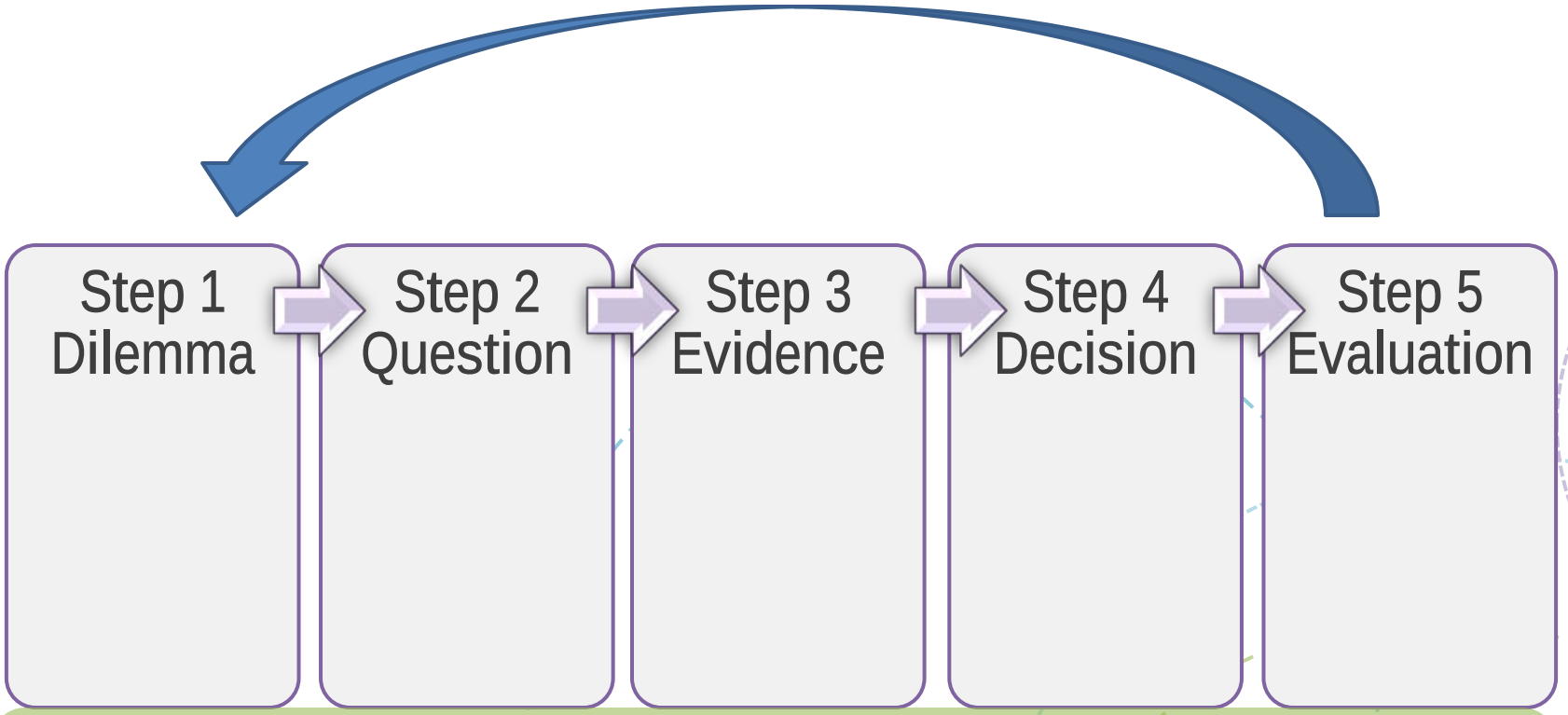
Aligning CONNECT Modules with NAEYC and DEC Personnel Preparation Standards

Module 1: Embedded Interventions	
NAEYC Core Standards for Initial and Advanced Early Childhood Preparation Programs	**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)
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 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 that respect the diversity of infants and young children, and their families. EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young 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. ECS S1 – Select, develop, and evaluate developmentally and functionally appropriate materials, equipment and environments. ECS S2 – Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. ECS S3 – Embed learning opportunities in everyday routines, relationships, activities, and places. ECS 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 development and individualized strategies to enhance language and communication skills. 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.

Connecting Early Learning Standards with CONNECT Modules

ELS for Preschool	CONNECT Modules
Approaches to Learning	Module 1: Embedded Interventions Module 5: Assistive Technology Module 6: Dialogic Reading
Emotional & Social Development	Module 1: Embedded Interventions Module 7: Tiered Instruction
Health & Physical Development	Module 5: Assistive Technology
Language Development & Communication	Module 6: Dialogic Reading Module 7: Tiered Instruction
Cognitive Development	Module 1: Embedded Interventions Module 6: Dialogic Reading Module 7: Tiered Instruction

Innovation: An Approach for Organizing Content to Incorporate EBP to Support Teacher Research



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

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

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

Handout 6.1

Research Summary on Dialogic Reading

WWC Intervention Report

U.S. DEPARTMENT OF EDUCATION

What Works Clearinghouse

ies INSTITUTE OF EDUCATION SCIENCES

Early Childhood Education

Revised February 8, 2007

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.[1] 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.[2]

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[3]	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

Page 1

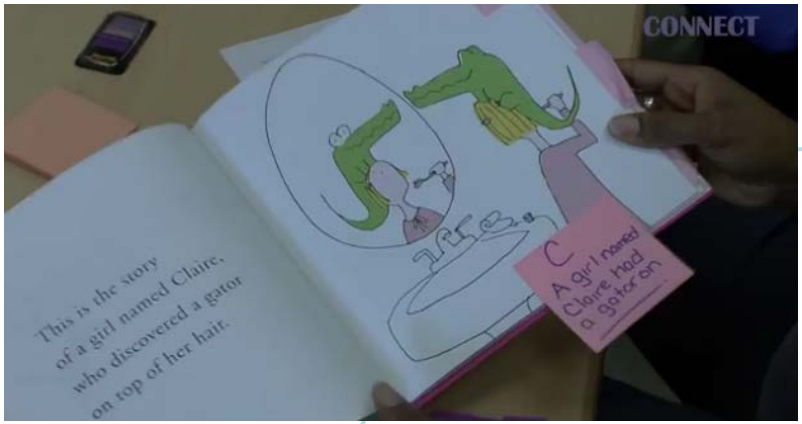
Definition of the Practice

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

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

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

Handout 6.3

CROWD Strategy Planning Sheet

Title:	Illustrator:
Author:	

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 u 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?)

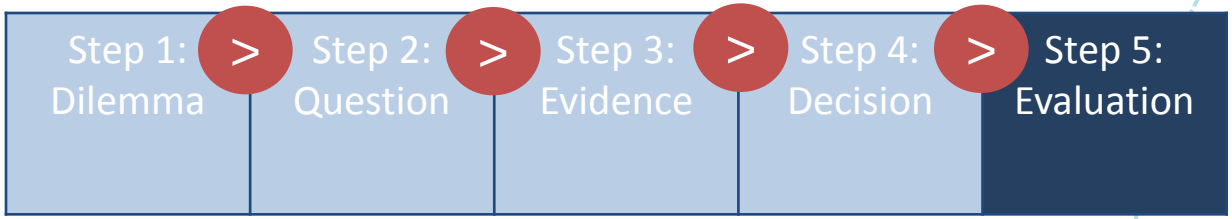
Planning tool

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	
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.*

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

Pre-Service Application

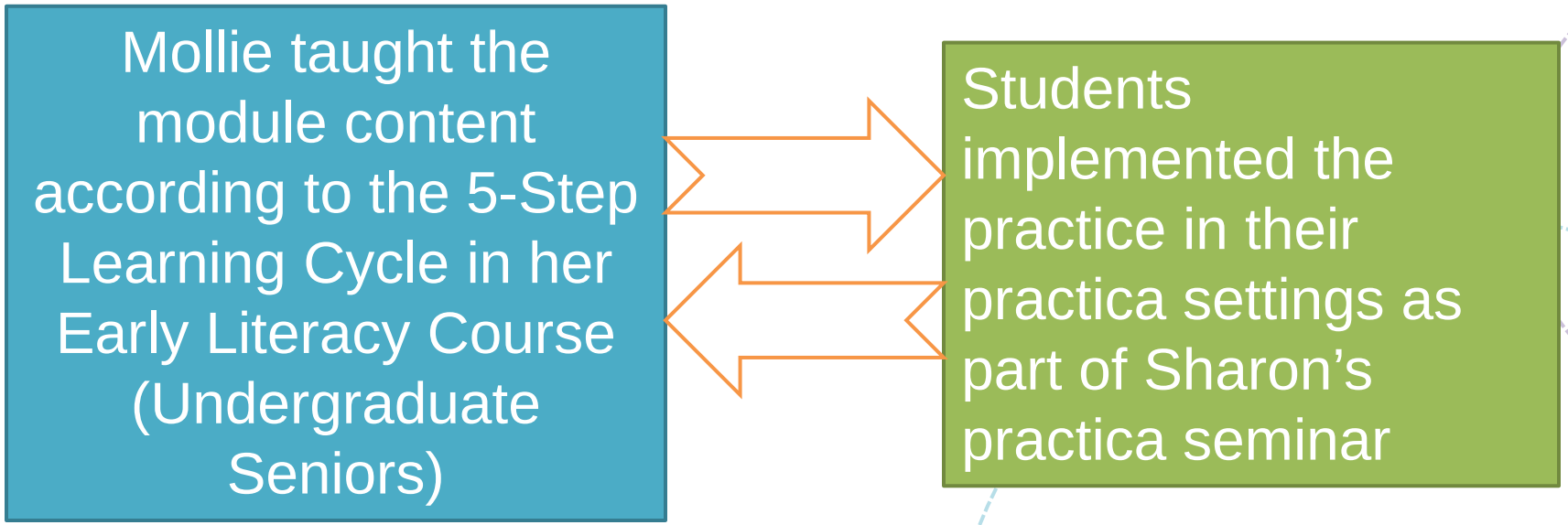
Students learned about dialogic reading using Module 6, then implemented the practice in student teacher placements with entire class (Pre-K & K)

Commented on usefulness of planning handout

Self-assessment and faculty supervisor consultation using Handout 6.5

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."*

Learner and Faculty Testimonies

In-service Application: CONNECT Pilot Project Using Module 3: Communication for Collaboration

CONNECT Pilot Project

- San Antonio and Bexar County Head Start Program
- 15 Head Start teachers from 3 districts, 7 sessions
- Purpose:
  - Introduce CONNECT website
  - Review, discuss and apply information in Module 3 – Communication for Collaboration
  - Obtain feedback on the content and possible continuation of use
  - Gain insightful input to improve professional development delivery

Feedback

- Survey results:
  - 46% indicated they joined to have a voice in making professional development (PD) decisions
  - 71% indicated the content was either very applicable or extremely applicable to their every day work in Head Start
  - 71% indicated they were not familiar with the 5 Step-Learning Cycle

Feedback cont.

- When asked if the information in Module 3 had been helpful, responses included:
  - *"Active listening has really helped me become a better listener as a person both professionally & personally."*
  - *"Realization that other departments feel a lack of communication as well."*
- When asked to describe in a few words your experience with the Pilot Project:
  - *"Eye-opener: I work with kids so much sometimes I forget to work with adults too."*
  - *"My experience …was great because you allowed us to actually dig into a situation & try to solve it bottom-up.*

Pair-Share

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

CONNECT Website

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

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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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".

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

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- Tips for Instructors
- Site Help / Frequently Asked Questions
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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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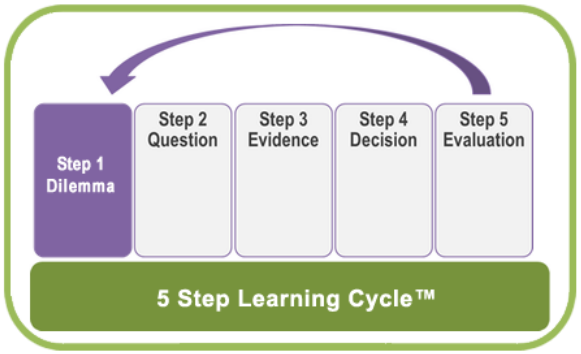
5-Step Learning Cycle™

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)

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Share your ideas, pose questions, and engage in conversations with other faculty and professional development providers about using the modules.
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Tell Us What You Think
Take a brief survey to let us know about your experience using the CONNECT Modules website.
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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 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.

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

Embedding Module 1 into an In-Service Setting
by Sandy Ginther and Linda Robinson
(10+comments)

Setting: In-Service
Primary discipline: Early childhood special education
Format: Face-to-Face

Embedding Module 1 into a College Course
by Johnna Darragh
(10+comments)

Setting: 2-year IHE
Primary discipline: Early childhood
Courses: Introduction to ECE, Introduction to Special Education
Format: Online and Face-to-Face

Module 2 Transition

Transition and Therapy Services
by Christine Myers
(10+ comments)

Setting: 4-year IHE
Primary discipline: Occupational Therapy

CONNECT Module on Transition Supports National EC Priorities
by Rena Hallam
(20+ comments)

Setting: 4-year IHE
Primary discipline: Early childhood
Subject: Early childhood policies

Module 3 Communication for Collaboration

Communication - it's more than just words
by Hatice Dogan
(20+ comments)

Setting: Graduate
Primary discipline: Early childhood
Course: Families and Teams
(Interdisciplinary)
Format: Face-to-Face

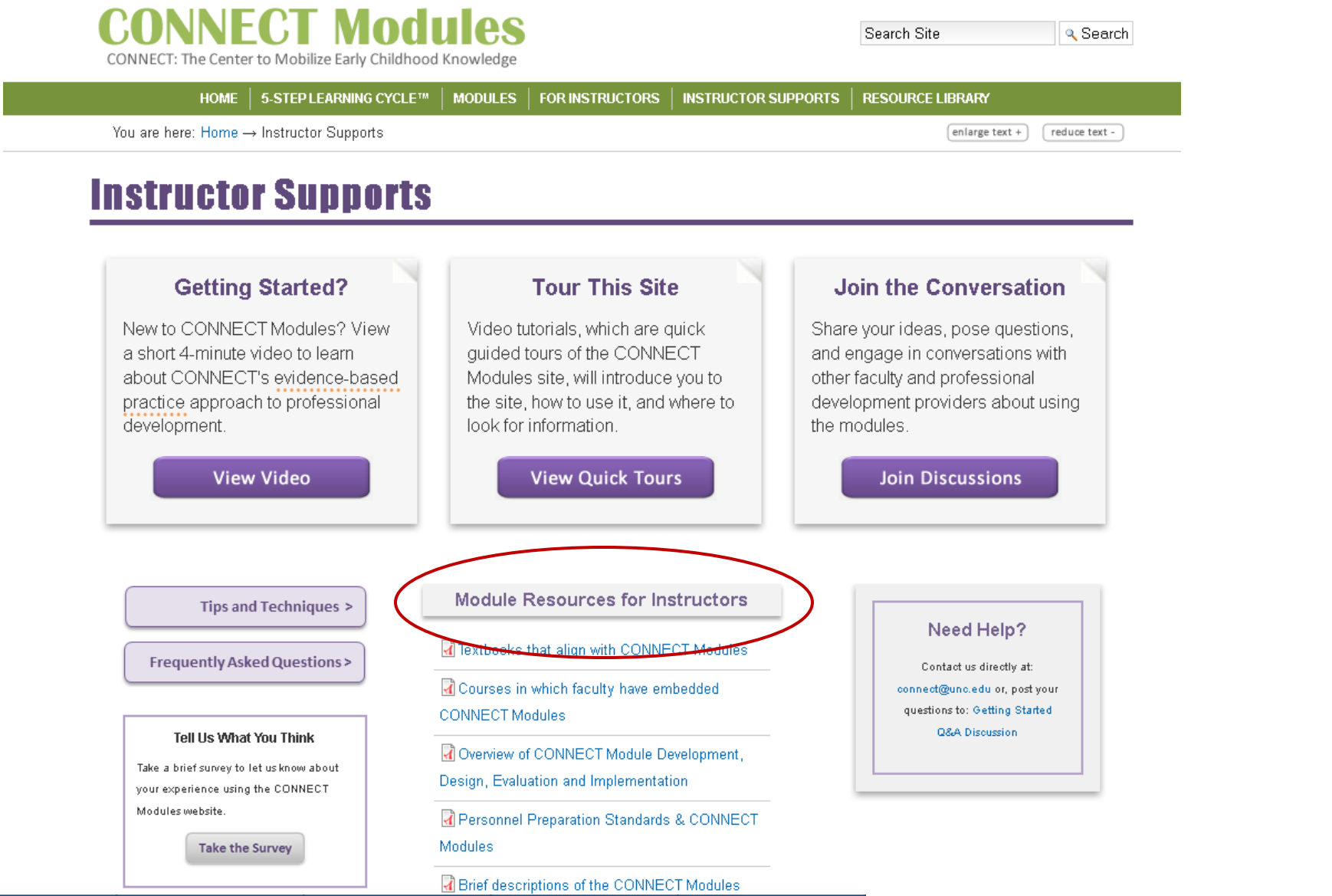
Using CONNECT Modules to teach graduate students how they can use evidence based practices
by Susan Fowler
(10+ comments)

Setting: Graduate
Primary discipline: Special Education
Format: Hybrid (Face-to-Face and Online)

Module 4 Family-Professional Partnerships

Using Module 4 Family-Professional Partnerships to Enhance Students' Understanding of Families and the NAEYC Professional Preparation Standards
by Nancy Grausam
(30+ comments)

Setting: 2-year IHE
Primary discipline: Early childhood
Course: Young Children with Special Needs
Format: Face-to-Face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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.
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Take a brief survey to let us know about your experience using the CONNECT Modules website.
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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
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Brief descriptions of the CONNECT Modules
Need Help?
Contact us directly at: connect@unc.edu or, post your questions to: Getting Started Q&A Discussion
Step 1: Dilemma
Step 2: Question
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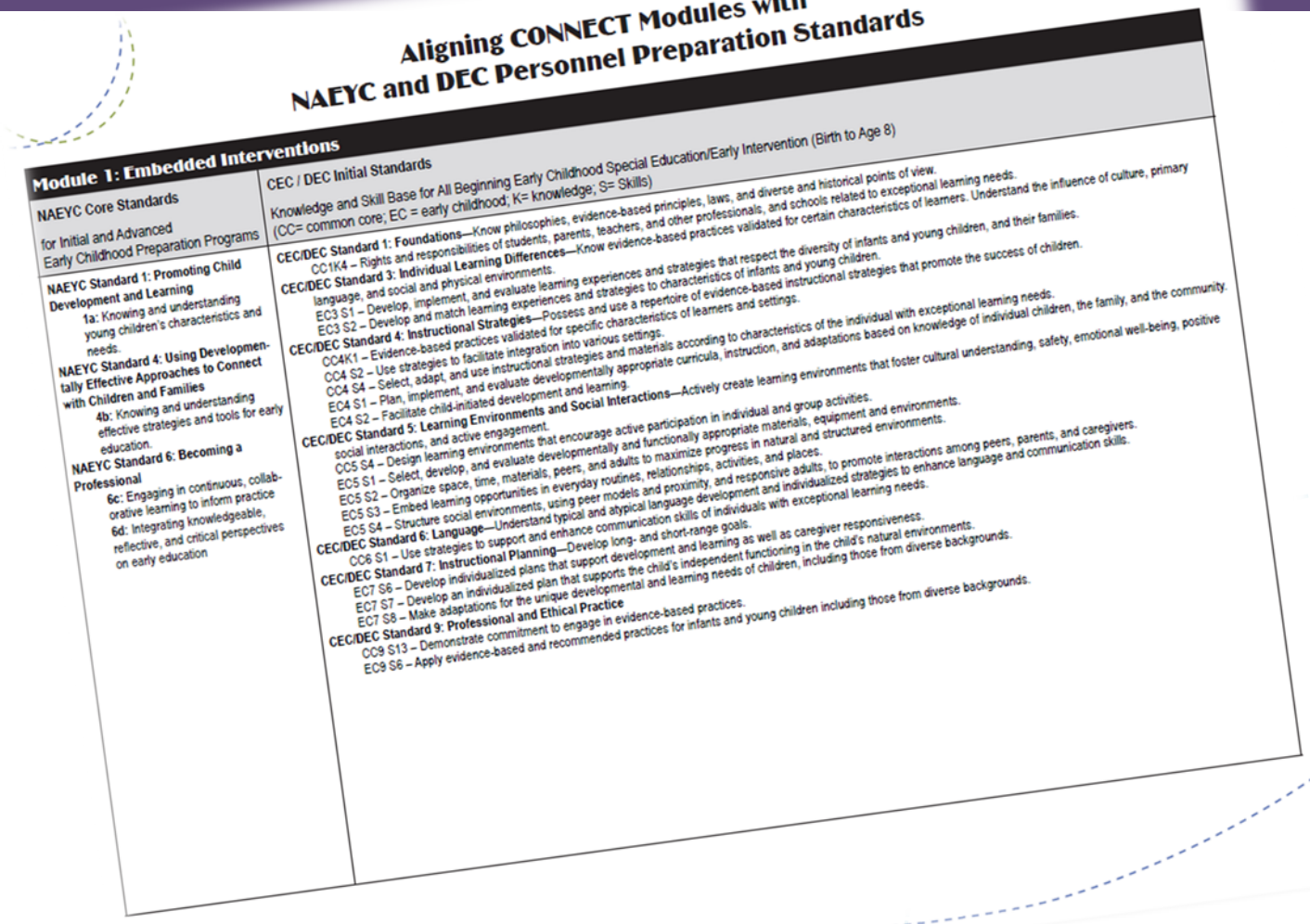
Handout: Connection to Standards



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	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)
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 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. **CEC/DEC Standard 4: Instructional Strategies**—Possess and use a repertoire of evidence-based instructional strategies that promote the success of children. EC3 S1 – Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children. EC3 S2 – Develop and match learning experiences and strategies to characteristics of infants and young 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 development and individualized strategies to enhance language and communication skills. 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.

CONNECT 2012
http://connect.fpg.unc.edu

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

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MODULES

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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...

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The CONNECT team enjoyed meeting

News and Announcements

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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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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

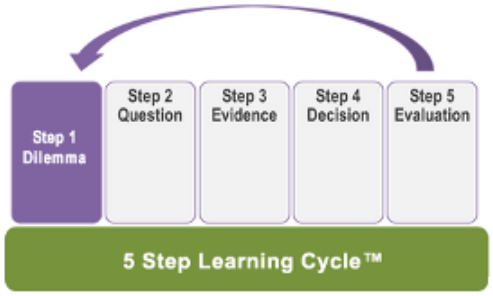
View Module

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

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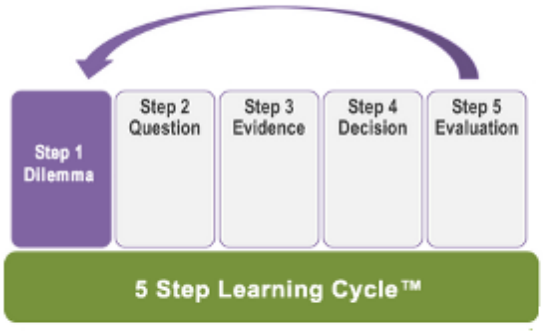

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Activities & Guides

- **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]

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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

Search

Guided search

Click a term to initiate a search.

Resource Type

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Module

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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)
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Tags

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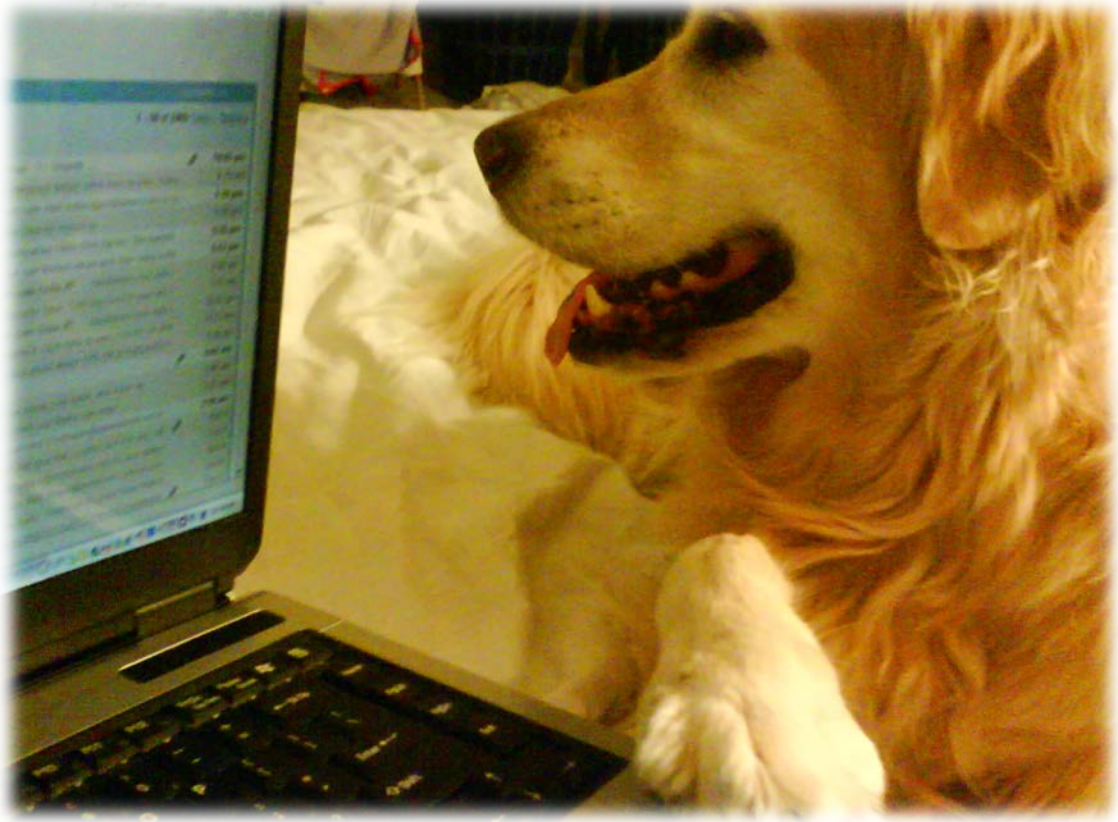
embedded interventions (54)
collaboration (53)
communication (53)
age 3-8 (46)
center-based (39)
transition (38)
planning and facilitation tools (24)
partnership-oriented practices (23)
peer support (17)
home-based (15)
research (15)
age 0-3 (14)
policy (12)



Tech Help

Email: connect@unc.edu

Pair-Share

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

Coming Soon: CONNECT Online Courses

WOW!
Self-paced and self-guided plus my teachers can earn CEU or training credits too!

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Thank You