**Michigan DEC Conference**

**Early On Center for Higher Education**

**GREAT START FOR HIGHER EDUCATION**

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**Session resources at** [**https://fpg.unc.edu/presentations/high-quality-syllabus**](https://fpg.unc.edu/presentations/high-quality-syllabus)

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| Evolving National Context |

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

*The Institute of Medicine’s seminal report supports building a workforce unified by the science of child develop-ment and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.*

Source:[**http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx**](http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx)

Power to the Profession

*Power to the Profession is a national collaboration to define the early childhood profession by establishing a unify-ing framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.*

Sources: [**https://www.naeyc.org/our-work/initiatives/profession**](https://www.naeyc.org/our-work/initiatives/profession)

[**https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456**](https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456)

Draft NAEYC Professional Standards and Competencies for Early Childhood Educators

*This site has an archive with the first of draft of revised standards/competencies that are currently being developed by NAEYC.* Source: [**https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies**](https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies)

REVISED DRAFT NAEYC Position Statement: Advancing Equity in Early Childhood Education

*Although equity and diversity are referenced in our NAEYS’S core values and beliefs, they have never had a separate position statement focused solely on these issues. The first draft of this new resource was out for national comment until April 5.* Source: [**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)

Culturally Responsive Teaching: A 50-State Survey of Teaching Standards

*This March 2019 resource by Jenny Muniz includes information about what culturally responsive teaching is, eight teacher competencies that promote culturally responsive teaching, ideas for how to use professional teaching standards to promote culturally responsive teaching, and excerpts from excellent teaching standards documents.*

Source: [**https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally\_Responsive\_Teaching\_2019-03-28\_130012.pdf**](https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf)

Alignment of Great Start for Higher Education (GSHE) Priorities with Michigan Early Childhood Priorities (page 5)

**Definitions**

# Early Childhood Inclusion

*Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her fam­ily, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired re­sults of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defin­ing features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.*

Source: [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

# Professional Development

*Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice).*

Source: [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\_ProfessionalDevelopmentInEC\_03-04-08\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf)

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| About the 325N Projects |
| Great Start for Higher Education (see flyer for details) And sister projects at the University of Washington, San Diego State University, University of Denver, University of Colorado, and University of North Carolina. |
| Course Design Resources |

Catlett, C., Maude, S., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses.* Unpublished manuscript.[**http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses**](http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses)

**Journal Article Assignment**

Students will find and read three professional articles in early childhood special education journals related to families. Each journal article must be research-based, containing information about a study and/or research. In addition, journal articles selected for this assignment should not be more than 5 years old.

**After reading each professional journal article, write a summary of the article. The article review should:**

* Include the article citation using APA format (see examples below)

Author last name, first initial. (Year, Month Day of publication). Title of article. *Name of Periodical, Volume, issue number*, [or other ID number], Page number or range. Retrieved from URL

Example of Reference using APA guidelines:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research, 5*, 117-123. Retrieved from http://www.usc.edu/psych/ref

* include a paragraph summarizing the article
* include a paragraph about the main idea of the article
* include a conclusion paragraph about the article reviewed and why you found the topic of interest to you and the early childhood profession

**Assignment Makeover: Adjust Outcomes**

* Assignment Alignment Tool + Knowledge Acquisition/Knowledge Application (page 6)

**Assignment Makeover: Add Specific Emphasis or Alignment**

* Assignment Alignment Tool + Specific Emphasis (page 7)
* Vermont Personas [**https://fpg.unc.edu/presentations/high-quality-syllabus**](https://fpg.unc.edu/presentations/high-quality-syllabus)
* New Personas [**https://fpg.unc.edu/presentations/high-quality-syllabus**](https://fpg.unc.edu/presentations/high-quality-syllabus)
* Vermont Personas alignment [**https://fpg.unc.edu/presentations/high-quality-syllabus**](https://fpg.unc.edu/presentations/high-quality-syllabus)

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| Content Resources |

Free resource collections [**https://fpg.unc.edu/presentations/vermont-resource-collections**](https://fpg.unc.edu/presentations/vermont-resource-collections)

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| **Domain of Development** | **Core Values and Priorities** |
| Approaches to Learning | Family Engagement |
| Creative Arts | Culture, Diversity, and Equity |
| Language | Children who are Dual Language Learners and their Families |
| Literacy | Promoting the Full & Equitable Participation of Young Children  through Practices that Reduce Suspension & Expulsion |
| Mathematics | Inclusive Practices |
| Moving, Growing, Being Healthy | Play |
| Science | Observation, Screening, Evaluation, and Assessment |
| Social-Emotional Development | Building Resilience: Supporting Young Children who have  Experienced Trauma and Maltreatment |
| Social Studies |

Gumdrops

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| **Topic** | **Gumdrop** | **URL** |
| Language | Similarities & differences | [**https://www.youtube.com/watch?v=1MJrRvpjB1I**](https://www.youtube.com/watch?v=1MJrRvpjB1I) |
| Social-Emotional Development | Salty Lemonade | [**https://www.youtube.com/watch?v=LLCZtPs9BBc**](https://www.youtube.com/watch?v=LLCZtPs9BBc) |
| Culture, Diversity, & Equity | Boys and Girls Paid Differently  Assumptions in a Waiting Room  Culturally Responsive Teaching | [**https://www.youtube.com/watch?v=bH9AyDYbrEc**](https://www.youtube.com/watch?v=bH9AyDYbrEc)  [**https://www.youtube.com/watch?v=dfccrwUlROU**](https://www.youtube.com/watch?v=dfccrwUlROU)  [**https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/**](https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/) |
| DLLs | Making Butter  The Young DLL: 20 Short Videos | [**https://www.youtube.com/watch?v=LMEJY6zvY\_w**](https://www.youtube.com/watch?v=LMEJY6zvY_w)  [**https://www.youtube.com/watch?v=6dqUwjz8jZ8**](https://www.youtube.com/watch?v=6dqUwjz8jZ8) |
| Inclusive Practices | The Myth of Average  Bowling for Inclusion | [**https://www.youtube.com/watch?v=4eBmyttcfU4**](https://www.youtube.com/watch?v=4eBmyttcfU4)  [**https://www.youtube.com/watch?v=RYtUlU8MjlY**](https://www.youtube.com/watch?v=RYtUlU8MjlY) |
| Reducing Suspen-sion & Expulsion | School Suspensions are an Adult Behavior | [**https://www.youtube.com/watch?v=f8nkcRMZKV4**](https://www.youtube.com/watch?v=f8nkcRMZKV4) |

Practice Improvement Tools Using the DEC Recommended Practices[**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)

DEC Recommended Practice Modules[**https://rpm.fpg.unc.edu/**](https://rpm.fpg.unc.edu/)

EarlyEdU Alliance[**https://earlyedualliance.org**](https://earlyedualliance.org)

Individual membership is available to any individual with a relevant early childhood affiliation who is looking for resources with which to enrich their teaching and PD. Members will have access to a **Multimedia Resources Library** to access an amazing database of video resources. The collection is searchable by keyword, topic, teaching practice, age of children, setting, and more. Each downloadable clip includes a description of the content and the length of the clip. This is also where members can connect to an active **Faculty Community of Practice** with other members.

**Listservs**

**BabyTalk** – monthly, birth to 36 months

To join the listserv, send an email **with no message** to [**subscribe-babytalk@listserv.unc.edu**](mailto:subscribe-babytalk@listserv.unc.edu)

Past issues are archived at [**https://buildthefoundation.org/baby-talk/**](https://buildthefoundation.org/baby-talk/)

**Natural Resources** – weekly, birth through Grade 3

To subscribe, send an email **with no message** to [**subscribe-natural\_resources2@listserv.unc.edu**](mailto:subscribe-natural_resources2@listserv.unc.edu)

**Faculty Finds –** sign up at[**http://eepurl.com/ggHi3j**](http://eepurl.com/ggHi3j)

**Resources within Reason** – bi-monthly, birth-8, emphasis on children with or at risk for disabilities and inclusion

Subscribe or view past issues at [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

**SCRIPT-NC website** [**https://scriptnc.fpg.unc.edu/**](https://scriptnc.fpg.unc.edu/)

**SCRIPT-NC Webinar Series**

**June 11, 2019, 2:00 – 3:00 PM EST: Best Practices in Online Instruction**

**September 10, 2019, 2:00 – 3:00 PM EST: Building Cohesion through Partnerships with**

**Cooperating and Mentor Teachers**

**October 29, 2019, 2:00 – 3:00 PM EST: Topic to Be Announced**

**Details at** [**https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/SCRIPT-NC%20webinar-flyer-rev.pdf**](https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/SCRIPT-NC%20webinar-flyer-rev.pdf)

**Alignment of Great Start for Higher Education (GSHE) Priorities with Michigan Early Childhood Priorities**

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| **Areas of Emphasis for GSHE** | **Michigan Priorities** | | | | |
| **SSIP** | **KiDS-**  **WITS** | **CKCC** | **Top 10** | **Cert** |
| Emphasis on progress monitoring efforts to make decisions and support progress of young children |  | **√** | **√** | **√** | **√** |
| Emphasis on using assistive tools and technology to enhance the development, access, and participation of young children |  |  | **√** | **√** | **√** |
| Emphasis on engaging, building respectful partnerships, and communicating effectively with families |  | **√** | **√** | **√** |  |
| Emphasis on supporting families to understand their young children’s development in areas including literacy, social-emotional, and STEM development | **√** | **√** | **√** | **√** |  |
| Emphasis on supporting language and literacy development |  | **√** | **√** | **√** |  |
| Emphasis on supporting social-emotional development | **√** | **√** | **√** | **√** | **√** |
| Emphasis on supporting STEM development |  |  | **√** | **√** | **√** |
| Emphasis on evidence-based practices for supporting young children with disabilities across domains |  | **√** | **√** | **√** | **√** |
| Emphasis on evidence-based practices for supporting young children with who are dual language learners across domains |  |  | **√** | **√** | **√** |
| Emphasis on evidence-based practices for supporting young children who are racially, ethnically, and culturally diverse |  | **√** | **√** |  | **√** |
| Emphasis on evidence-based practices for building resilience for young children who have experienced maltreatment or trauma |  | **√** | **√** | **√** |  |
| Emphasis on implementing positive behavioral interventions and supports |  | **√** | **√** | **√** |  |
| Emphasis on collaborating and working effectively with diverse early childhood partners, including family members, specialists, and families |  | **√** | **√** |  |  |
| Emphasis on assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school) |  |  | **√** |  |  |

**SSIP** = Michigan Part C Early On® State Systemic Improvement Plan [**https://www.michigan.gov/documents/mde/SSIP\_Phase\_III\_Final\_619584\_7.pdf**](https://www.michigan.gov/documents/mde/SSIP_Phase_III_Final_619584_7.pdf)

**KiDS-WITS** = Knowledge, Dispositions, and Skills for Working with Infants and Toddlers with Special needs: Competencies for and Assessment of the Infant/Toddler Workforce

**CKCC** = Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce [**https://www.michigan.gov/documents/mde/MI\_CKCC\_6-19-14\_Revisions\_461813\_7.pdf**](https://www.michigan.gov/documents/mde/MI_CKCC_6-19-14_Revisions_461813_7.pdf)

**Top 10** = Top 10 in 10 Years Goals & Strategies [**https://www.michigan.gov/documents/mde/\_MDE\_Goals\_and\_Strategies\_2-8-16\_514042\_7.pdf**](https://www.michigan.gov/documents/mde/_MDE_Goals_and_Strategies_2-8-16_514042_7.pdf)

**Cert** = Revised Michigan Teacher Certification Structure [**https://www.michigan.gov/documents/mde/Certificate\_Structure\_623452\_7.pdf**](https://www.michigan.gov/documents/mde/Certificate_Structure_623452_7.pdf)

**Assignment Alignment Tool + Knowledge Acquisition/Application[[1]](#footnote-1)**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assignment** | **Alignment with Course Objectives/Learning Outcomes** | | | | | | | | | | | | **What does the assignment measure?** | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Knowledge Acquisition** | **Knowledge Application** |
| **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Assignment Alignment Tool + Specific Emphasis**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Assignment** | **Alignment with Course Objectives/**  **Learning Outcomes** | | | | | | | | | **Specific Emphasis** | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | Dual Language Learners | Children with Disabilities | Race, Ethnicity, Culture | Building Resilience |
| **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **6.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. Adapted from Catlett, C., Maude, S. P., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*. Unpublished manuscript. [↑](#footnote-ref-1)