**From Possible to Powerful: Selecting, Using, and Evaluating Evidence-Based Practices[[1]](#footnote-2)**

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1. **Evolving national context**

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

[**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 [**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 Professional Standards and Competencies for Early Childhood Educators

[**https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies**](https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies)

NAEYC Position Statement on Developmentally Appropriate Practice: 2019

*A draft of this revised position statement is currently circulating. Comments are requested by* ***July 15*** *at*

[**https://www.surveymonkey.com/r/DAP-4**](https://www.surveymonkey.com/r/DAP-4)

* What’s new in DAP handout
1. **The new intentional teacher**
* Epstein, A.S. (2007). *The intentional teacher: Choosing the best strategies for young children’s learning*. Washington: NAEYC.
* Epstein, A.S. (2014). *The intentional teacher: Choosing the best strategies for young children’s learning*. Washington: NAEYC.

Teach with intention activity**1**

1. **Evidence-based practices**

 Defining evidence-based practices

* Evidence-Based Practice Empowers Early Childhood Professionals and Families**1**

Putting Practices into Practice

Lesson Plan for Clean Up Time: What Does It Look Like When a Teacher Practices the Practices?1

|  |  |  |
| --- | --- | --- |
| **Count the Decisions** | **Notice the 5 Categories of Developmentally Practice** | **Track the Components of Practicing the Practices** |
|  | 1. creating a caring, equitable community of learners
2. establishing respectful, reciprocal partnerships with families and communities
3. observing, documenting and assessing children’s development and learning;
4. teaching to enhance each child’s development and learning;
5. planning and implementing an engaging curriculum to meet meaningful goals
 | **UNDERSTANDING AND SELECTING THE PRACTICE****THINKING THROUGH THE PRACTICE****IMPLEMENTING THE PRACTICE****FOLLOWING THROUGH** |

1. **Skills and frameworks for intentional faculty and professional development providers**
* Knowledge acquisition AND knowledge application

Professional Development

[**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)

* Multiple lenses

A Creative Adventure

[**https://eclkc.ohs.acf.hhs.gov/video/creative-adventure**](https://eclkc.ohs.acf.hhs.gov/video/creative-adventure)

[**https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa**](https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa)

|  |  |  |  |
| --- | --- | --- | --- |
| **VELS Domains** | **Categories of DAP** | **Cultural/Linguistic Diversity** | **Individualizing** |
| Approaches to LearningSocial-EmotionalGrowing, Moving, Being HealthyLanguageLiteracyCreative ArtsMathScienceSocial Studies | See above |  |  |

* Photos
* Extensions
* Personas
* Integrate practices in coaching, mentoring, and supervision
	+ Pyramid Model Equity Coaching Guide**1**
* New resources that incorporate EBPs - Catlett-Soukakou article
	+ Web-based overview of Inclusive Classroom Profile

 [**https://npdci.fpg.unc.edu/web-based-icp-overview-training**](https://npdci.fpg.unc.edu/web-based-icp-overview-training)

* Universal Design for Learning resource: CARA’s Kit
	+ CARA’s Kit: Creating Adaptations for Routines and Activities $25 purchase from NAEYC
		- PowerPoints and Adaptation Notes**1**
	+ Dinnebeil, L., Boat, M., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. Dimensions of Early Childhood, 41(1), 3-24. [**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)
	+ Visual Supports (May 2019 issue of The Right Stuff)**1**
	+ **Example:** Morning Greeting Routine [**https://www.youtube.com/watch?v=fZZ8zpQPPnY**](https://www.youtube.com/watch?v=fZZ8zpQPPnY)
	+ Morning Circle at Preschool [**https://www.youtube.com/watch?v=PZY-hB2C\_Iw&t=178s**](https://www.youtube.com/watch?v=PZY-hB2C_Iw&t=178s) + Adaptation Notes
* Embedded Learning/Teaching/Intervention
	+ Embedded Instruction Practices [**https://ectacenter.org/~pdfs/decrp/PG\_Ins\_EmbeddedInstr\_prac\_print\_2017.pdf**](https://ectacenter.org/~pdfs/decrp/PG_Ins_EmbeddedInstr_prac_print_2017.pdf)
	+ CONNECT Module 1: Embedded Interventions [**http://www.connectmodules.dec-sped.org/connect-modules/learners/module-1/**](http://www.connectmodules.dec-sped.org/connect-modules/learners/module-1/)
	+ Embedded learning opportunities [**http://headstartinclusion.org/elo**](http://headstartinclusion.org/elo)
	+ Embedded learning opportunities website [**http://olms.cte.jhu.edu/olms2/10634**](http://olms.cte.jhu.edu/olms2/10634)
	+ Embedded learning opportunity video example [**https://www.youtube.com/watch?v=1zHY44H4RDA**](https://www.youtube.com/watch?v=1zHY44H4RDA)
	+ EarlyEdU Alliance Media Library – Individualizing Instruction videos [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/)

**Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account to search for videos by “embed.”

* + **Example:** Video 1.16: Routine in a program – reading at circle time [**https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/**](https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/)
1. **New sets of practices to integrate**

|  |  |
| --- | --- |
| **Focus of Practices** | **Resources** |
| **Culturally responsive teaching** | * Culturally Responsive Teaching (includes 8 components of culturally responsive teaching) [**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)
* Culture, Diversity, and Equity Resources**1**
* Pyramid Model Equity Coaching Guide**1** [**https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Pyramid%20Model%20Equity%20Coaching%20Guide.pdf**](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Pyramid%20Model%20Equity%20Coaching%20Guide.pdf)
* Resources for coaching on culturally responsive practices [**https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/3.html**](https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/3.html)
* Starting Small (video/DVD of six culturally responsive early childhood classrooms) – order from [**https://www.tolerance.org/classroom-resources/film-kits/starting-small**](https://www.tolerance.org/classroom-resources/film-kits/starting-small)
* Vermont Master Class with Rosemarie Allen[**https://fpg.unc.edu/presentations/vt-guiding-principles**](https://fpg.unc.edu/presentations/vt-guiding-principles)

**Example:** *Diversity: Contrasting Perspectives* ([**https://vimeo.com/127276780**](https://vimeo.com/127276780)) + 8 components of culturally responsive teaching  |



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| **Focus of Practices** | **Resources** |
| **Children with or risk for disabilities and their families** | * DEC Recommended Practices [**https://www.dec-sped.org/dec-recommended-practices**](https://www.dec-sped.org/dec-recommended-practices)
	+ Embedded examples [**https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/**](https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/)
* DEC Recommended Practices: Practice Improvement Tools [**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)
* Early Childhood Recommended Practice modules [**https://rpm.fpg.unc.edu/**](https://rpm.fpg.unc.edu/)
	+ Instructor Area [**https://rpm.fpg.unc.edu/groups/instructor-area**](https://rpm.fpg.unc.edu/groups/instructor-area)
	+ Search videos [**https://rpm.fpg.unc.edu/resource-search-facets**](https://rpm.fpg.unc.edu/resource-search-facets)
* CONNECT modules [**https://www.connectmodules.dec-sped.org/**](https://www.connectmodules.dec-sped.org/)
	+ CONNECT module resource library [**https://www.connectmodules.dec-sped.org/connect-modules/resources/**](https://www.connectmodules.dec-sped.org/connect-modules/resources/)
* Video 1.12 Routine in a Classroom - Rolling with Friends (CONNECT Module 1) [**https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-12/**](https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-12/)
* Head Start ECLKC Children with Disabilities

[**https://eclkc.ohs.acf.hhs.gov/children-disabilities**](https://eclkc.ohs.acf.hhs.gov/children-disabilities)**Example:** Song of Our Children + Child-Child Interaction Checklist [**https://ectacenter.org/~pdfs/decrp/INT-4\_Child-Child\_Interaction\_2018.pdf**](https://ectacenter.org/~pdfs/decrp/INT-4_Child-Child_Interaction_2018.pdf)  |

Excerpt from Child-Child Interaction Checklist



|  |  |
| --- | --- |
| **Focus of Practices** | **Resources** |
| **Inclusion** | * DEC-NAEYC Joint Position Statement on Inclusion [**https://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](https://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion) (landing pad)
* Research Synthesis Points on Quality Inclusive Practices**1** [**https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](https://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)
* Inclusive Classroom Profile
	+ Web-based overview of Inclusive Classroom Profile

 [**https://npdci.fpg.unc.edu/web-based-icp-overview-training**](https://npdci.fpg.unc.edu/web-based-icp-overview-training)* Head Start Center for Inclusion [**http://headstartinclusion.org/**](http://headstartinclusion.org/)
	+ Embedded Learning Opportunities videos [**http://headstartinclusion.org/elo#elo**](http://headstartinclusion.org/elo#elo)
	+ Individualizing Videos [**http://headstartinclusion.org/individualizing/videos**](http://headstartinclusion.org/individualizing/videos)
* Inclusive Practices Resources**1**
* Vermont Master Class on Inclusion resources [**https://fpg.unc.edu/presentations/master-class-inclusion-0**](https://fpg.unc.edu/presentations/master-class-inclusion-0)

**Example:** Rolling with Friends from CONNECT module 1 + Joint Position Statement defining features (access/participation/[systemic] supports) |
| **Children who are dual language learners** | * Dual Language Learner Teacher Competencies [**http://publications.unidosus.org/bitstream/handle/123456789/1127/DLLTCRPTallLOW-RES.pdf?sequence=1&isAllowed=y**](http://publications.unidosus.org/bitstream/handle/123456789/1127/DLLTCRPTallLOW-RES.pdf?sequence=1&isAllowed=y)
* Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs [**https://www.acf.hhs.gov/sites/default/files/ecd/dll\_policy\_statement\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf)
* Resources for Supporting Children who are Dual Language Learners**1**
* The Young Dual Language Learner: 20 Short Videos [**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)
* Vermont Master Class on Children who are Dual Language Learners resources [**https://fpg.unc.edu/presentations/master-class-2**](https://fpg.unc.edu/presentations/master-class-2)

**Example:** What Did You Say? ([**https://www.youtube.com/watch?v=MWMgyiEFDCA**](https://www.youtube.com/watch?v=MWMgyiEFDCA)) + backwards brainstorming |
| **Equity** | * NAEYC Position Statement: Advancing Equity in Early Childhood Education

[**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)* The Right Stuff [**https://fpg.unc.edu/presentations/right-stuff**](https://fpg.unc.edu/presentations/right-stuff)
	+ Similarities and Differences (February)
	+ Gender (March)
	+ Children’s Books (April)
	+ Equity and Inclusion (June)
* Culture, Diversity, and Equity Resources**1**
* Equity Resources Handout**1**
* What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers in Equitable and Inclusive Teaching**1**

**Example:** Self-reflection with Equity and Inclusion Reflection Tool |
| **Cross-cutting** | Vermont Guiding Principles[**https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Vermont%20Guiding%20Principles%20AOE-BBF-HMGV\_0.pdf**](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Vermont%20Guiding%20Principles%20AOE-BBF-HMGV_0.pdf)**Example:** Jenny Stearns observation activity |

**Equity and Inclusion Reflection Tool**

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Audit** | **Agree/****Disagree** | **if agree, what is an example of how you do that?** | **If disagree, what might you try to MOVE toward agreement?** |
| 1. I uphold the unique value and dignity of each and every child and family.
 |  |  |  |
| 1. I recognize each and every child’s unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.
 |  |  |  |
| 1. I develop trusting relationships with each and every child that build on their knowledge and skills.
 |  |  |  |
| 1. I consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.
 |  |  |  |
| 1. I involve children, families, and the community in the design and implementation of learning activities.
 |  |  |  |
| 1. I actively promote children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).
 |  |  |  |
| 1. I scaffold children’s learning to achieve meaningful goals.
 |  |  |  |
| 1. I design and implement learning activities using language(s) that the children understand.
 |  |  |  |
| 1. I recognize and am prepared to provide different levels of support to different children depending on what they need.
 |  |  |  |
| 1. I consider how my own biases (implicit and explicit) may be contributing to my interactions and relationships with particular children and families.
 |  |  |  |
| 1. I use multi-tiered systems of support.
 |  |  |  |

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6)[**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)

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| SOCIAL AND EMOTIONAL DEVELOPMENT |
| Practices | * Center on the Social and Emotional Foundations for Early Learning [**http://csefel.vanderbilt.edu/resources/training\_modules.html**](http://csefel.vanderbilt.edu/resources/training_modules.html)
* National Center on Pyramid Model Interventions (NCPMI)
* Pyramid Model Overview [**https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html**](https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html)
* Resource Library [**https://challengingbehavior.cbcs.usf.edu/resources/index.html**](https://challengingbehavior.cbcs.usf.edu/resources/index.html)
* Evidence-based Practice Checklists for Preschool
* [**https://challengingbehavior.cbcs.usf.edu/docs/Implementation\_practice\_environment.pdf**](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_environment.pdf)
* [**https://challengingbehavior.cbcs.usf.edu/docs/Implementation\_practice\_relationship.pdf**](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_relationship.pdf)
* [**https://challengingbehavior.cbcs.usf.edu/docs/Implementation\_practice\_social.pdf**](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_social.pdf)
* [**https://challengingbehavior.cbcs.usf.edu/docs/Implementation\_practice\_interventions.pdf**](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_interventions.pdf)
* Infant-Toddler Practice Implementation Checklist (sample)**1**
 |
| Videos | EarlyEdU Alliance Media Library – Supporting Social and Emotional Development/Positive Behavior Supports videos [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/) **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account to search for videos by teaching practice.NCPMI Resource Library [**https://challengingbehavior.cbcs.usf.edu/resources/index.html**](https://challengingbehavior.cbcs.usf.edu/resources/index.html) |
| Personas | Dusty, Qasim, Everly, Taylor, Anthony, Jake, Marcus, Simon, Montgomery |
| Additional Resources | * Devereaux Center for Resilient Children [**https://centerforresilientchildren.org/infants/assessments-resources/devereux-early-childhood-assessment-deca-infant-and-toddler-program/**](https://centerforresilientchildren.org/infants/assessments-resources/devereux-early-childhood-assessment-deca-infant-and-toddler-program/)
* Dual Language Learners with Challenging Behaviors [**https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors)
* Social and Emotional Development Resources

[**https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development**](https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development)* Social-Emotional Development Resources**1**
 |
| Example | Parachute video [**https://youtu.be/vZaNcfoCei8**](https://youtu.be/vZaNcfoCei8)+ Pyramid model practices + Adaptation Notes |
|  |
| SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) |
| Practices | Math and Science in Preschool: Policies and Practice[**http://nieer.org/wp-content/uploads/2016/08/MathSciencePolicyBrief0309.pdf**](http://nieer.org/wp-content/uploads/2016/08/MathSciencePolicyBrief0309.pdf)Next Generation Science Standards [**https://www.nextgenscience.org/**](https://www.nextgenscience.org/)  |
| Videos | EarlyEdU Alliance Media Library [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/) **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account and select any of the “Teaching Practices.” Then enter a key word (e.g., math or science) in the search box.Erikson Institute Early Math Collaborative [**https://earlymath.erikson.edu/**](https://earlymath.erikson.edu/)  **Directions**: Click on “Filter Idea Library.” Select “Topic” and “Age” and then click “video” under “Content formats”Learning Trajectories for Math [**https://www.learningtrajectories.org/**](https://www.learningtrajectories.org/) **Directions**: Go to [**https://www.learningtrajectories.org/**](https://www.learningtrajectories.org/)and create an account. You will need your email address and a password. Create a class and add one student. This will give you access to the Learning Trajectories tab. |
| Personas | Qasim, Marisol, Montgomery |
| Additional Resources | Brain Building in Progress: Resources for Early Learning [**http://resourcesforearlylearning.org/**](http://resourcesforearlylearning.org/) Erikson Institute Early Math Collaborative [**https://earlymath.erikson.edu/**](https://earlymath.erikson.edu/) Let’s Talk, Read and Sing about STEM! Tips for Teachers & Providers [**https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/stem-toolkit-infant-toddler-teachers.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/stem-toolkit-infant-toddler-teachers.pdf) [**https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/stem-toolkit-preschool-teachers.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/stem-toolkit-preschool-teachers.pdf)Math Resources**1** Science Resources**1**Preschool and Kindergarten Strategies for the Young Scientist**1**STEMIE: Innovation for Inclusion in Early Education [**https://stemie.fpg.unc.edu/**](https://stemie.fpg.unc.edu/) |
| Example | Want Scientifically Literate Children? [**https://www.youtube.com/watch?v=AIEJjpVlZu0**](https://www.youtube.com/watch?v=AIEJjpVlZu0)  |

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| ENVIRONMENT |
| Practices | * DEC Recommended Environmental Practices with Examples (p. 14-15) [**https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/**](https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/)
* Using Environmental Strategies to Promote Positive Social Interactions [**http://csefel.vanderbilt.edu/briefs/wwb6.pdf**](http://csefel.vanderbilt.edu/briefs/wwb6.pdf)
 |
| Print | * Interculturalism: Addressing Diversity in Early Childhood [**https://www.southernearlychildhood.org/upload/pdf/Interculturalism\_\_\_Addressing\_Diversity\_in\_Early\_Childhood\_\_\_Leslie\_Ponciano\_and\_Ani\_Shabazian.pdf**](https://www.southernearlychildhood.org/upload/pdf/Interculturalism___Addressing_Diversity_in_Early_Childhood___Leslie_Ponciano_and_Ani_Shabazian.pdf)
 |
| Videos | * EarlyEdU Alliance Media Library [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/)

 **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account and select any of the “Teaching Practices.” Then enter the word “environment” in the search box.* Recommended Practices Resource Library [**https://rpm.fpg.unc.edu/resource-search-facets**](https://rpm.fpg.unc.edu/resource-search-facets)

 **Directions**: Go to URL above. In the “Keyword Search” box type “environment” then filter by resource typ (e.g., video). |
| Personas | All |
| Additional Resources | * Checklists, Practice Guides, & Practice Guides for Environment

[**http://ectacenter.org/decrp/topic-environment.asp**](http://ectacenter.org/decrp/topic-environment.asp) * Children with Disabilities: Environment

[**https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environment**](https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environment)* Recommended Practice Module on Environment

[**https://rpm.fpg.unc.edu/module-1-environment**](https://rpm.fpg.unc.edu/module-1-environment)* Specific Strategies to Support Dual Language Learners When Adults Do Not Speak Their Languages [**https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not)
* What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers in Equitable and Inclusive Teaching**1**
 |
|  |
| INTERACTION |
| Practices | DEC Recommended Interaction Practices with Examples (p. 27-28) [**https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/**](https://divisionearlychildhood.egnyte.com/dl/NRAghl7roM/)  |
| Videos | * EarlyEdU Alliance Media Library [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/)

 **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account and select any of the “Teaching Practices.” Then enter the word “interaction” in the search box.* Recommended Practices Resource Library [**https://rpm.fpg.unc.edu/resource-search-facets**](https://rpm.fpg.unc.edu/resource-search-facets)

 **Directions**: Go to URL above. In the “Keyword Search” box type “interaction” then filter by resource type (e.g., video). |
| Personas | All |
| Additional Resources | * Checklists, Practice Guides, & Practice Guides for Interaction

 [**http://ectacenter.org/decrp/topic-interaction.asp**](http://ectacenter.org/decrp/topic-interaction.asp)* Culturally Appropriate Positive Guidance with Young Children [**https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance**](https://www.naeyc.org/resources/pubs/yc/mar2017/culturally-appropriate-positive-guidance)
* Engaging Interactions and Environments [**https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments**](https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments)
* Recommended Practice Module on Interaction[**https://rpm.fpg.unc.edu/module-1-interaction**](https://rpm.fpg.unc.edu/module-1-interaction)
* Supporting Interactions for Children with Disabilities[**https://eclkc.ohs.acf.hhs.gov/video/supporting-interactions-children-disabilities-or-suspected-delays**](https://eclkc.ohs.acf.hhs.gov/video/supporting-interactions-children-disabilities-or-suspected-delays)
* Using Classroom Activities and Routines as Opportunities to Support Interaction [**http://csefel.vanderbilt.edu/kits/wwbtk5.pdf**](http://csefel.vanderbilt.edu/kits/wwbtk5.pdf)
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| LANGUAGE DEVELOPMENT (INCLUDING CHILDREN WHO ARE DLLs) |
| Practices | Effective Practice Guides [**https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy**](https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy) |
| Print | * Many Languages, One Classroom: Supporting Children in Superdiverse Settings [**https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings**](https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings)
* Supporting Language: Culturally-Rich Dramatic Play [**https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play**](https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play)
 |
| Videos | EarlyEdU Alliance Media Library - Language Modeling and Conversation videos [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/) **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account to search for videos by teaching practice. |
| Personas | Abby, Gabrielle, Qasim, Everly, Drake, Soyul, Taylor, Marcus, Simon, Rose, Marisol |
| Additional Resources | IRIS Module: Young Dual Language Learners with Disabilities [**https://iris.peabody.vanderbilt.edu/module/dll/cresource/q1/p01/#content**](https://iris.peabody.vanderbilt.edu/module/dll/cresource/q1/p01/#content)Language Resources**1**Resources to Support Children who are Dual Language Learners and their Families**1** |
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| LITERACY DEVELOPMENT |
| Practices | Practice Guides for Practitioners [**http://www.earlyliteracylearning.org/pgpracts.php**](http://www.earlyliteracylearning.org/pgpracts.php)  |
| Videos | * Center for Early Literacy Learning (CELL) videos[**http://www.earlyliteracylearning.org/ta\_pract\_videos1.php**](http://www.earlyliteracylearning.org/ta_pract_videos1.php)
* EarlyEdU Alliance Media Library [**https://www.earlyedualliance.org/**](https://www.earlyedualliance.org/)

 **Directions**: Join the EarlyEdU Alliance (requires email address & password). As a member, select “Media Library” and create an account. Log in with your account and select any of the “Teaching Practices.” Then enter the word “literacy” in the search box.* Joseph Reading The Three Little Pigs [**https://www.youtube.com/watch?v=nrK7Ykp5dcQ&feature=youtu.be**](https://www.youtube.com/watch?v=nrK7Ykp5dcQ&feature=youtu.be)
* The Young Dual Language Learner: 20 Short Videos

[**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term) |
| Personas | Qasim, Soyul, Rose, Marisol |
| Additional Resources | * CELL Tools and Resources [**http://www.earlyliteracylearning.org/ta\_pract\_tools1.php**](http://www.earlyliteracylearning.org/ta_pract_tools1.php)
* Dual Language Learners: Developing Literacy (module – video + PD resources) [**https://www.teachingchannel.org/video/dual-language-learners-literacy-skills**](https://www.teachingchannel.org/video/dual-language-learners-literacy-skills)
* Literacy Resources**1**
* Resources to Support Children who are Dual Language Learners and their Families**1**
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1. **Evaluation and farewells**



1. Resources from this Master Class are available at [**https://fpg.unc.edu/presentations/possible-powerful**](https://fpg.unc.edu/presentations/possible-powerful) [↑](#footnote-ref-2)