

Thinking Ahead

Engaging and Supporting
Higher Education Faculty
in Growing Quality

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THINKING AHEAD ENGAGING AND SUPPORTING HIGHER EDUCATION IN GROWING QUALITY¹

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Findings - Survey of Vermont Early Childhood Faculty/Instructors <http://fpg.unc.edu/presentations/vermont-instructor-survey-results>

- There are areas in which both faculty and instructors identified considerable knowledge, notably the areas of social-emotional development, play and exploration, literacy, and creative expression.
- Faculty and instructors both highly rated their knowledge about the VELs; instructors also highly rated their knowledge about the Vermont Step Ahead Recognition System (STARS).
- Both groups of respondents indicated a consistent interest in greater knowledge and a high priority for receiving free materials.
- Items pertaining to diversity (e.g., children who are dual language learners, disability, race, and ethnicity) consistently received lower mean scores for knowledge and/or emphasis in course(s) for faculty and instructors.
- The majority of the Vermont Assessment Tools and Quality Frameworks were rated low on knowledge and emphasis in courses by both the faculty and instructors.
- For faculty and instructors, their knowledge of a topic exceeded the extent to which they emphasized that topic in their courses. This was true for 98% of the survey items.

Findings from the Review of Vermont Early Childhood Syllabi <http://fpg.unc.edu/presentations/vt-syllabus-review>

- Over half of the syllabi reviewed included significant emphasis (two or more specific occurrences) on **families/ family engagement** (60% of syllabi reviewed), **equity and diversity** (62%), and **children with disabilities** (67%). Less emphasis was seen (41%) on **young children who are DLLs**.
- Fewer than half of the syllabi reviewed (36% of the 52 reviewed) explicitly mentioned the VELs; just 21% reflected significant emphasis. Almost two-thirds of the syllabi (64%) never mentioned the VELs.
- Four tools (ASQ, CLASS, ERS, TS GOLD) that are part of Vermont's systems for measuring program quality were rarely mentioned in any of the syllabi. One syllabus explicitly incorporated the ASQ, one incorporated the CLASS, two incorporated one of the ERSs, and none incorporated TS GOLD.
- **Trauma-informed services and supports** and **EC mental health**, areas of significant legislative and programmatic importance in Vermont, were each mentioned only once.
- In general, indicators were **least** likely to be mentioned as part of course assignments. For example, looking at the example of **equity and diversity**, while 67% of the syllabi reviewed had some emphasis on this content in the readings, only 27%, roughly a fourth of the syllabi, required students to apply that content in the course assignments.

¹ This handout and related resources may be downloaded at <http://fpg.unc.edu/presentations/thinking-ahead>

<http://fpg.unc.edu/presentations/thinking-ahead>



With a partner, discuss efforts in your state, territory, or QRIS to provide professional development and supports for faculty and instructors.

What Vermont Learned

Faculty/Instructor
Survey

Syllabus Review



Instructor Survey

We were interested in . . .

- What instructors knew
- What they wanted to know more about
- How much they were emphasizing each topic in their courses
- Instructor priority for receiving free resources

We asked about . . .

- Domains of development
- Components of high quality teaching and learning **for each and every child and their family**
- Components of supporting the full participation of each child
- Vermont tools and quality frameworks

Areas of Highest Current Knowledge: Faculty and Instructors

- ▶ Social-emotional development
- ▶ Development of play and exploration
- ▶ Development of literacy skills

Areas of **Lowest** Current Knowledge: Faculty and Instructors

- ▶ Development of language and literacy for children who are dual language learners
- ▶ DEC Recommended Practices for supporting children with disabilities
- ▶ Newer Vermont assessment tools (CLASS, TPOT, TPITOS, ICP)

Desire for Greater Knowledge

- ▶ How a child's racial/ethnic identity development impacts their learning and development
- ▶ How a child's cultural identity development impacts their learning and development
- ▶ Supporting children who are dual language learners
- ▶ Supporting children with disabilities

Current Level of Emphasis in Courses

Audience	High	Low
Faculty and Instructors	Social and emotional development	<ul style="list-style-type: none">• Supporting children who are dual language learners• How to develop, implement, and evaluate experiences and practices to support the needs of young children who are culturally, racially, and ethnically diverse• The DEC Recommended Practices for supporting children with disabilities• Development of math and science concepts

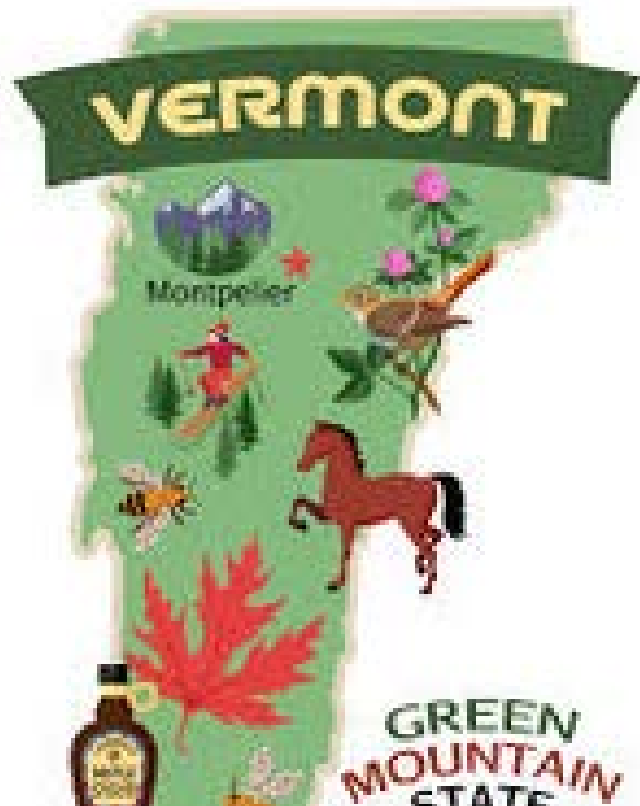
Syllabus Review Findings

Lack of consistent emphasis on

- ▶ Vermont Early Learning Standards
- ▶ Children who are dual language learners
- ▶ Issues of culture, diversity, and equity
- ▶ Knowledge application



What efforts
are underway
in your area
to learn more
about what
faculty/
instructors
know and do?



What is
Vermont
doing?



The Blueprint Process for Enhancing Early Childhood Preservice Programs and Courses



1. Values Clarification

- Identify partners
- Clarify values and vision

2. Course Deconstruction/Reconstruction

- Establish the context
- Establish the gist
- Review the title, description and objectives/course learning outcomes
- Review the instructional sequence and resources
- Review the assignments

3. Program Deconstruction/Reconstruction

- Review field experiences
- Review overall program alignment

The Blueprint Course Rubric

Course: _____



Element	Indicators	Extent the Syllabus Reflects Indicator					Notes
		Not At All (1)	Unclear (2)	Somewhat (3)	Meets Expectations (4)	Extensively (5)	
Texts, Readings, Resources, Experiences	8. An emphasis related to children with disabilities and/or inclusion is articulated in the texts, readings, and resources.	1	2	3	4	5	
	9. An emphasis related to cultural and linguistic, diversity is articulated in the texts, readings, and resources.	1	2	3	4	5	
	10. An emphasis on *evidence-based practices is articulated in the texts, readings, and resources.	1	2	3	4	5	
Assignments	11. An emphasis related to children with disabilities and/or inclusion is articulated in the assignments.	1	2	3	4	5	
	12. An emphasis related to cultural and linguistic, diversity is articulated in the assignments.	1	2	3	4	5	
	13. An emphasis on *evidence-based practices is articulated in the assignments.	1	2	3	4	5	
	14. Assignments provide opportunities for students to demonstrate both knowledge acquisition and knowledge application.	1	2	3	4	5	
Alignment	15. Course content aligns with relevant state frameworks and standards (e.g., state early learning guidelines/standards, core knowledge and competencies)	1	2	3	4	5	
	16. Course content aligns with relevant national frameworks and standards (e.g., NAEYC, DEC)	1	2	3	4	5	

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011; SCRIPT-NC; Golen-Johnson, 2014. This document was adapted from a rubric developed by the Crosswalks Project. The current version was part of the work supported by SCRIPT-NC with a grant from the Office of Special Education Programs (OSEP), U.S. Department of Education. Permission to copy, disseminate, or otherwise use information from this document for educational purposes is granted, provided the appropriate credit is given.

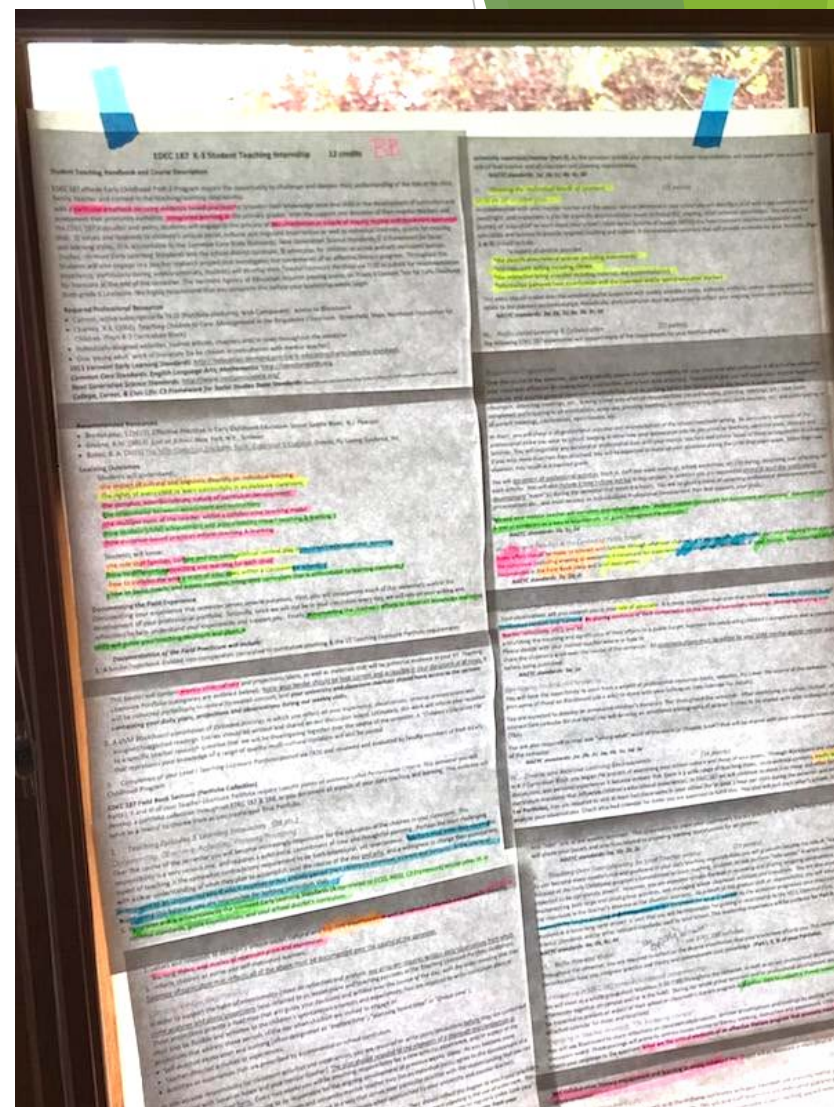
The Blueprint Assignment Alignment Chart¹

[illegible]

Check Your Intentionality

Course/Presentation: _____

Topics	Explicit and Intentional Emphasis				What will be accomplished?	
	Family Engagement	Children who are DLLs	Children with Disabilities; Inclusion	Racial/ethnic Diversity; Equity	Knowledge Acquisition	Knowledge Application
1.						
2.						
3.						
4.						
5.						
6.						



Vermont Resource Collections



Personas

Simon was adopted at birth by his moms, Julie whom Simon calls mama and Kathy whom Simon calls mommy. Simon is on the autism spectrum, a diagnosis that was made when he was 18 months old.

In PreK, Simon received early childhood special education services at his inclusive child care program. With great support from his teachers, therapists, and family, Simon made significant progress.

In Kindergarten, Simon's teachers report that he excels in all academic areas. His teachers and family both identify outdoor play as Simon's favorite activity. After time to run, jump, and climb, Simon is reported to return to the classroom calmer and more ready to learn.

In interactions with adults, Simon often avoids eye contact. His responses in social interactions with adults are often curt and inconsistent. When there are changes in the classroom routines or other unexplained occurrences, Simon's teachers report that he becomes agitated and angry.



Vermont Personas Alignment Chart

Individual diversity

Racial/ethnic diversity

Language diversity

Child		Age	Descriptors	Family Configuration	VELS Domains								
					AL	SE	GR	LA	LI	CR	MA	SC	SS
Abby		Infant (0-12 mos)	Multiple, significant allergies	Mother, father incarcerated			X	X					
Piper		Younger toddler (9-18 mos)	Down syndrome; receiving early intervention services	Young mother and father						X			
Qasim		Older toddler (18-36 mos)	Refugee; family speaks only Arabic; very curious, interested in how things work; bad dreams from trauma of journey from Syria	Father, mother, sister	X	X		X	X		X	X	
Soyul		Younger preschooler (36-48 mos)	Spoke Korean exclusively at home before arriving at pre-school; loves books, stories	Father, mother		X		X	X				
Jake		Older preschooler (48-60 mos)	IEP for fine motor and social-emotional; loves cars, trucks, & trains	Father, mother has intellectual challenges, grandparents		X	X	X					
Simon		Kindergartner (5-6 years)	On the autism spectrum; African-American; loves outdoor play	Two mothers, adopted		X		X					
Rose		1 st grader (6-7 years)	Williams Syndrome; IEP for multiple services; visual learner; loves music	Mother, father, brother	X		X	X	X				
Marisol		2 nd grader (7-8 years)	Dual Language Learner (Spanish); Specific Language Impairment – receptive & expressive	Mother, father				X	X		X		X
Montgomery		3 rd grader (8-9 years)	African-American; collaborative learner; loves cooking; strong in math	Father killed in Iraq, mother, sister, grandparents	X	X					X		

Culture, Diversity, and Equity Resources¹

Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood (0-5)

<https://www.cssp.org/young-children-their-families/body/FirstFive-BRIEF.pdf>

This policy brief explores how early childhood leaders can advance efforts to engage families along a continuum, from first teacher to policy advocate for systems change in early childhood. The brief recommends actions to program directors, agency directors, funders and policy makers.

Child Care and Development Block Grant (CCDBG) and Racial Equity (0-5)

https://www.nbcdi.org/sites/default/files/resource-files/NBCDI_CLASP%20Policy%20Brief%20CCDBG%20and%20Racial%20Equity.pdf

New regulations for the Child Care and Development Block Grant (CCDBG) Act include provisions designed to: 1) strengthen requirements to protect the health and safety of children in child care; 2) help families make informed consumer choices and access information to support child development; 3) provide equal access to stable, high-quality child care for low-income children; and 4) enhance the quality of child care and the early childhood workforce. This 2017 policy brief provides recommendations to support state administrators committed to promoting racial equity in accessing high-quality child care.

Civil Rights Data Collection (3-9)

<https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>

Analyses of The Civil Rights Data Collection (CRDC) reveal that students of certain racial or ethnic groups and students with disabilities are disciplined through suspension and expulsion at far higher rates than their peers, beginning in preschool. The CRDC data also show that an increasing number of students are losing important instructional time due to exclusionary discipline. This snapshot describes and displays both national and state-by-state data. Two additional publications that form the same data are: A First Look: Key Data Highlights on Equity and Opportunity Gaps in Our Nation's Public Schools (<https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>) and What Does the Civil Rights Data Tell Us About Early Learners? (<https://www.newamerica.org/education-policy/edcentral/crdc-earlyed/>).

Disparities and Disproportionality in Child Welfare: Analysis of the Research (0-9)

http://www.cssp.org/publications/child-welfare/alliance/Disparities-and-Disproportionality-in-Child-Welfare_An-Analysis-of-the-Research-December-2011.pdf

In 2010, the Center for the Study of Social Policy and The Annie E. Casey Foundation, as part of the broader activities of the Alliance for Racial Equity in Child Welfare, convened a symposium to discuss the findings from a series of papers analyzing and reflecting on current research related to racial differences in child welfare services, treatment and outcomes. The product of that symposium provides an analysis of what is known from the research, as well as recommendations for policy and practice. The document also provides definitions of disparity and disproportionality (p. 8).

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? (3-5)

http://ziglercenter.yale.edu/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379.pdf

This Yale University Child Study Center research study brief addresses preschool suspension and expulsion rates and uncovers mixed evidence suggesting that implicit teacher bias may account for discriminatory application of discipline. The brief provides an overview of the study's findings as well as potential explanations.

Equity and Excellence: African-American Children's Access to Quality Preschool (3-5)

http://nieer.org/wp-content/uploads/2016/08/Equity20and20Excellence20African-American20ChildrenE28099s20Access20to20Quality20Preschool_0.pdf

This policy report, released in November 2013 by the National Institute for Early Education Research (NIEER), the Center on Enhancing Early Learning Outcomes (CEELO), and the White House Initiative on Educational Excellence for African-Americans (WHIEEAA), discusses the lack of access to high-quality early childhood education experiences for African-American children and offers recommendations to expand opportunities.





Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs

In the dramatic play area:

- ☐ Are there props that encourage multiple ways of playing family or other imaginative play?
- ☐ Are children encouraged to use all of the different props and dress-up materials?

In circle or group times:

- ☐ Do you talk about different kinds of families?
- ☐ Do you address name-calling and hurtful behaviors and teach positive social interactions?
- ☐ Do you communicate with children about things they have in common, and differences?

In the writing area:

- ☐ Are there photos and prompts that encourage children to write (or tell) stories about all kinds of people and families?
- ☐ Are children's stories shared with other children in ways that encourage respectful exploration of each other's experiences and ideas?



CHILD WATCH® COLUMN: IT'S HARD TO BE WHAT YOU CAN'T SEE

Release Date: August 21, 2015



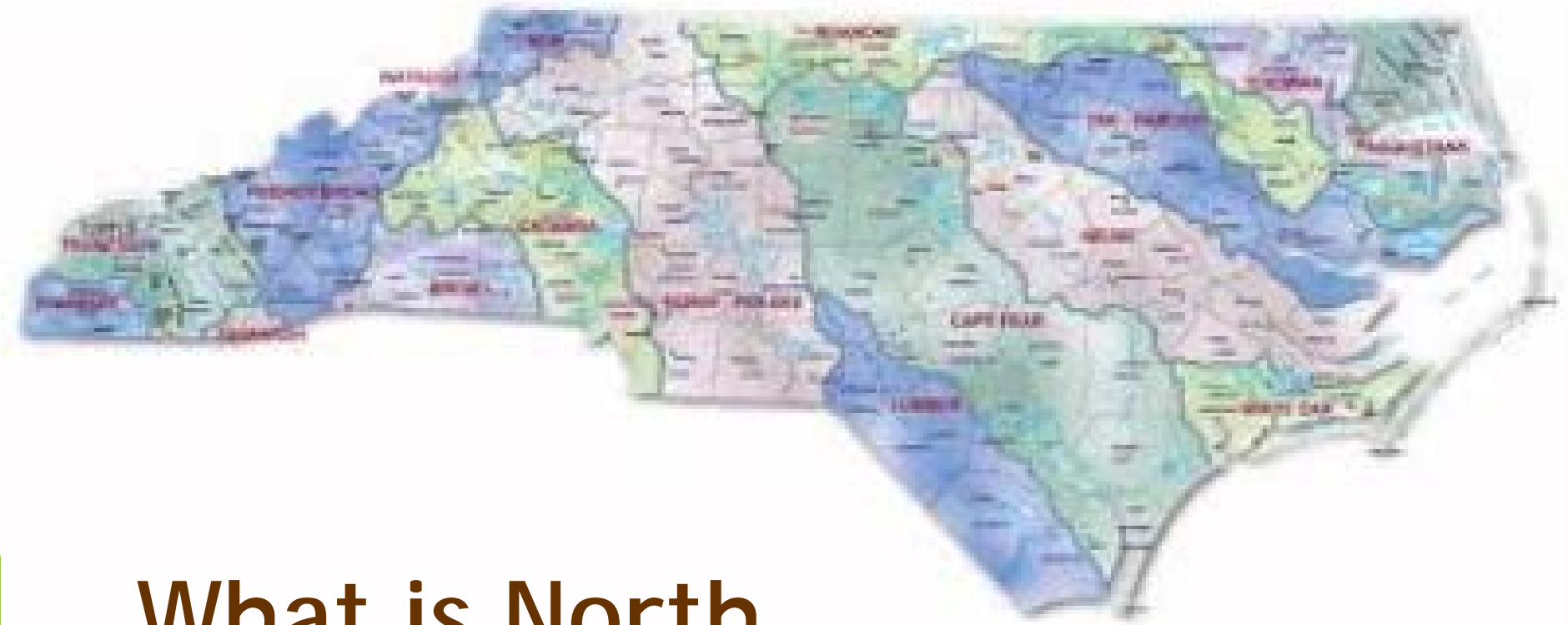
"When we think about what it is to be 'connected,' we think about memory. We think about history. We think about storytelling. All of these words that we hear—'literacy,' 'inclusion,' 'diversity'—those are all words for connection . . . When I say to people 'why do we need to have diverse books?' it's not because necessarily everybody needs to see themselves reflected in every book, but because we need that sense of connection. We need to live in a global sense."

As a new school year starts, many parents are making sure their children have the right supplies from their back-to-school lists and double-checking their courses and schedules. But are we thinking about what books our children are reading? Children of color are now a majority of all public school students and will soon be a majority of all children in America yet children's books and the publishing industry have failed to keep up with the rainbow of our children's faces and cultures and needs and the wide variety of their daily experiences.

As award-winning children's book author and illustrator Christopher Myers says above, this matters in order to give *all* children a deeper sense of connection to the books they're reading and to each other and to prepare them to live in a rapidly globalizing, multicultural, multiracial, and multi-faith nation and world.







**What is North
Carolina doing?**

2014 Syllabus Review

Finding	Response
Superficial emphasis on culture, diversity, equity, children who are dual language learners and inclusion	<p>More explicit emphasis in required course titles, descriptions, and objectives</p> <p>Professional development provided at NC ACCESS meetings</p>

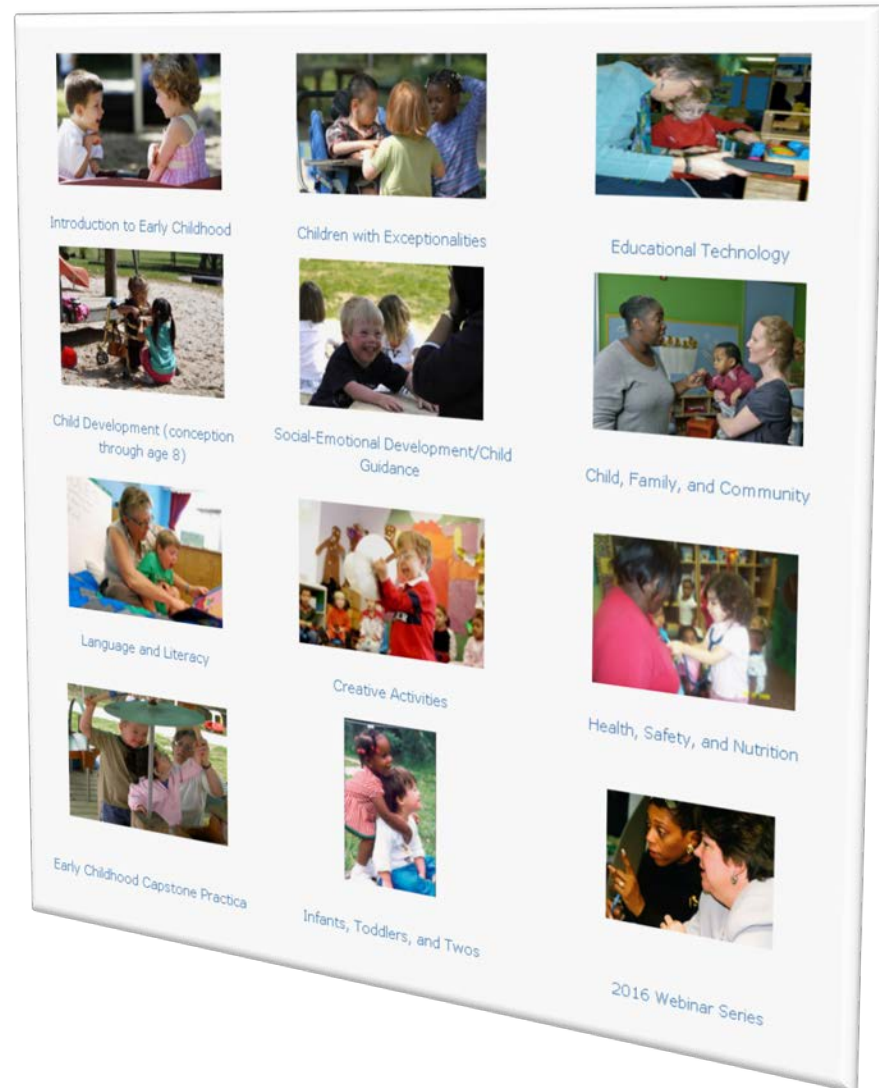
Need for Diverse and Well-Prepared Workforce

Findings	Response
Teacher shortages Lack of diversity among teacher candidates	State Articulation Agreements effective Fall 2018 Senate Bill 315



Landing Pads

- Handouts
- PowerPoints
- Recording



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Children with Exceptionalities

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on children with exceptionalities.


Approved Course Description

This course* introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

*EDU221 in North Carolina community colleges



ACCESS RESOURCES:

- **Resources that can be incorporated into Children with Exceptionalities to support the inclusion of children that are culturally, linguistically, and ability diverse.**
- **Resource Handout (Updated July 2015)**
- **Sample Course Calendar: Supporting Young Learners of Diverse Abilities**
-  **Resources and Activities in My Toolbox: Activities and Assignment Ideas for Exceptional Children**
- **Archived Webinar Recording and PowerPoint Slides: [2015](#) | [2014](#) | [2013](#)**



Listservs

From Passive Viewing to Active Learning with Videos

This [article](#) points out that there's a big difference between watching a video and learning something from it. It reminds us that videos are not particularly effective at driving critical thinking without facilitation from an instructor. The authors offer strategies for increasing the effectiveness of course videos. While the examples provided were intended to be used in online courses, all could easily be used in a face-to-face course as well.

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FACULTY FINDS

How Does Your Program Stack Up?

A June 2016 publication from the National Council on Teacher Quality shares the results of a look at 100 preservice programs that are preparing future school teachers. The findings reveal the extent to which course students are being prepared to:

- develop children's language ability;
- build a foundation in reading through emergent literacy skills and read-alouds;
- introduce emergent math;
- create an inviting classroom environment; and
- hone skills through student teaching.

The findings reveal that many programs are not preparing future professionals in these essential skills areas.

To read more about the findings go to <http://www.nctq.org/dms/image/Preschool>

You'll find a set of PowerPoint slides that summarize the findings and versions of the results targeted to college programs, students, and administrators.

Consider this: How well is your program preparing students in these 5 areas?

Free Videos Link to Learning

Wondering how to incorporate an emphasis on nature and play in a course you teach? Here are a couple great examples.

"Almost all creativity involves purposeful play."
Abraham Maslow

<https://youtu.be/ljoG6tMq9ZU>

<https://youtu.be/Bf5tGVRGND4>

A companion video (*Nature-Based Learning and Development for Administrators*) looks at the rationales for nature-based learning from the perspective of program directors and leaders <http://view.vzaar.com/4501588/download>

And just for fun, watch *Nature Rx* <https://youtu.be/Bf5tGVRGND4>

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<http://www.facultyfocus.com/articles/teaching-with-technology-articles/from-passive-viewing-to-active-learning-simple-techniques-for-applying-active-learning-strategies-to-online-course-videos/>



How are your states **thinking ahead** by supporting faculty and instructors?

Young Children See Difference Differently

<https://www.youtube.com/watch?v=1MJrRvpjB1I>

A photograph of a light box with an inspirational quote. The light box is rectangular and has a white background with black text. It is placed on a dark surface, possibly a lawn. In the background, there is a house with a dark roof and some trees. The sky is dark blue, suggesting twilight or night. The overall scene is dimly lit, with the light box being the primary source of illumination.

**LIFE HAS NO
REMOTE. GET UP
AND CHANGE IT
YOURSELF!**

