

Using the Pennsylvania Early Childhood Course Syllabus Rubric to Enhance Quality¹

Camille Catlett
camille.catlett@unc.edu

Definition

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

Incorporate New Content

- Use dilemmas of daily practice
 - On the one hand, on the other hand
 - CONNECT module dilemmas <https://connectmodules.dec-sped.org/>
- Bring a new lens
 - Culturally Responsive Teaching
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf
 - The Look <https://www.youtube.com/watch?v=aC7lbdD1hq0>
 - Children with disabilities
 - DEC Recommended Practices (page 5)
 - Intersectionality
 - Intersectionality clip <https://www.youtube.com/watch?v=w6dnj2lyYjE>
 - Equity Coaching Guide
<https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>
 - Developmentally Appropriate Practices Landing Pad <https://www.naeyc.org/resources/position-statements/dap/contents>
 - Personas – infant/toddler, preschool, early elementary (<https://scriptnc.fpg.unc.edu/shifting-blackboards>)
 - Trey persona + examples
 - Ramon persona: Preschooler who is also a dual language learner
 - Importance of Home Language + (<https://eclkc.ohs.acf.hhs.gov/culture-language/article/teachers-caregivers-family-service-staff-support-children-who-are-dual-language-learners>)
 - Specific Strategies to Support DLLs When Adults Do Not Speak Their Language
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not-speak-their-language>
 - The Young Dual Language Learner: 20 Short Videos
<https://www.youtube.com/teachatborg>
 - Joseph persona: Storytelling Skills Support Early Literacy for African American Children
<http://fpg.unc.edu/node/7889>

¹ This handout and additional resources related to the PA rubric are available at <https://www.pakeys.org/get-professional-development/higher-education/2021-faculty-webinar-series/>

Change Emphasis in Assignments

Assignment Makeovers webinar <https://scriptnc.fpg.unc.edu/assignment-makeovers-%E2%80%9Ci-know-it%E2%80%9D-%E2%80%9Ci-can-show-it%E2%80%9D>

Shifting Blackboards webinar <https://scriptnc.fpg.unc.edu/shifting-blackboards>

Discover New Resources

- **Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC)**
<https://scriptnc.fpg.unc.edu>
 - Searchable database of free multimedia resources
 - Free quarterly faculty webinars
 - Natural Resources
- **NAEYC** <http://www.naeyc.org>
 - Position Statement on Equity <https://www.naeyc.org/resources/position-statements/equity-position>
 - Advancing Equity Landing Pad <https://www.naeyc.org/resources/position-statements/equity-position>

Anti-Bias Approaches	Moving Beyond Anti-Bias Activities: Supporting the Development of Anti-Bias Practices https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias
Black Children	Discovering the Brilliance and Beauty in Black (Voices) https://www.naeyc.org/resources/pubs/yc/sept2020/discovering-brilliance-black-voices Black Boys Matter: Strategies for a Culturally Responsive Classroom https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom Black Boys Matter: Cultivating Their Identity, Agency, and Voice https://www.naeyc.org/resources/pubs/tyc/feb2019/black-boys-matter
Inclusion	Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion https://www.naeyc.org/resources/pubs/yc/jul2019/practices-quality-inclusion

On the One Hand—On the Other Hand

Dilemma	On the one hand	On the other hand	Possible strategies for resolving these differences (what would you do?)
#1	A family hates to see their child messy. They believe that clothes indicate the quality of the family. They believe that they are sending their child to “school”, and the child who goes to school clean and well-dressed shows the parents’ respect for education. It is very upsetting to them when their child is picked up wearing clothes full of grass stains, food, or fingerpaint. They cannot accept the suggestion of sending their child to school in old clothes; it doesn’t fit in with their image of decency.	A caregiver provides messy sensory activities. She feels strongly about the importance of sensory experiences as part of play, learning, and development.	
#2	A baby can’t sleep alone and gets very upset when put into a crib by himself. He comes from a large family and is used to sleeping the midst of activity.	A caregiver believes that babies should sleep alone in a crib—tucked away in a relatively dark, quiet spot (the nap room). Licensing agrees. At first the caregiver thought that the baby would get used to the center’s approach, but he didn’t. He becomes distraught and refuses to sleep when he is put into a crib in the nap room.	
#3	Several families in the childcare setting want their babies to be held all the time, not put down on the floor. They believe that human relationships, established through constant contact and interaction, are more important than playing with objects and being on the floor.	A caregiver keeps putting babies on the floor to play with objects and toys. She knows that safety issues are a big concern, as well as dirt, germs, and drafts. She knows that in some homes the floor isn’t a safe place for babies. She is determined to educate the parents about the value of freedom of movement.	
#4	A parent maintains that her one-year old is toilet trained. At home the baby does not wear diapers or complicated clothing. Opportunities to use the toilet are provided regularly by the mother at home; thus the baby has few or no “accidents”. The parent expects the same arrangement in the childcare setting.	The caregiver feels certain that the parent is trained, not the baby. To the caregiver, a child must be old enough to go to the toilet independently, wipe, wash hands, and so forth. The caregiver feels strongly that she has neither the time nor the relationship with the baby to use the family’s techniques in the care setting.	

Situation	What REALLY happened next
#1	<p>Resolution came through understanding and negotiation, with both parties seeing the other's perspective and both parties compromising. The caregiver educated herself. She went to some trouble to find out why being clean was so important to this family. It took lots of talking before she found out that this family had had an experience with Child Protective Services accusing a neighbor of neglect because her child often looked dirty. While the caregiver was getting educated, she was also educating the parents about the importance of sensory experiences. Finally, they came to an agreement that the caregiver would change the clothes of the child during messy play, or at least make very sure she was covered up, so that when the parents returned, they would find their child as they left her. The parents were not completely convinced that messy experiences were important, but they said it would be okay as long as their daughter's clothes weren't involved. The caregiver continued to think that they were overly concerned about appearances, and neither side gave up on reforming the other side.</p> <p>How do you feel about this approach?</p>
#2	<p>Resolution came through caregiver education. The caregiver discovered that the baby went to sleep easily in the play area on a mattress with other children snuggling or playing around him. The caregiver had no objection to letting him nap in the play area, but that approach to napping was against regulations. Once the caregiver saw the family's perspective, she was convinced that licensing needed to change, not the family. She was able to get a waiver once she convinced them that she was only able to fulfill the spirit of the regulation—that each child has a right to undisturbed sleep—if she didn't isolate the child in the nap room.</p> <p>How do you feel about this approach?</p>
#3	<p>Resolution came through parent education. The caregiver worked with the families to clarify their goals for their children, leading the families to realize that freedom to move was vital to their children's development. She showed the parents how their children would be safe on the floor by having immobile babies fenced off from the mobile ones.</p> <p>How do you feel about this approach?</p>
#4	<p>There was no resolution. Although the caregiver didn't change her own approach to toilet training, she was respectful of someone who did something different from what she did. She was accepting of the difference, rather than feeling angry or superior to the family members. Though unresolved, the conflict was managed by both parties. The mother continued to "catch" her child at home and put diapers on when she was in day care. Neither the parent nor the caregiver felt entirely satisfied, but both parties managed to cope and weather it through until the child was old enough to become independent in her toileting.</p> <p>How do you feel about this approach?</p>

Created by Camille Catlett (catlett@mail.fpg.unc.edu) based on the following article: Gonzalez-Mena, J. (1992, January). Taking a culturally sensitive approach in infant-toddler programs. *Young Children*, 47(2), 4-9.

DEC RECOMMENDED PRACTICES – OVERVIEW AND RESOURCES¹

What are the Recommended Practices? <https://www.dec-sped.org/dec-recommended-practices>

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them. While the benefits to children with or at risk for disabilities are clear, these evidence-based practices also support the other young children in any setting. The topics around which Recommended Practices have been gathered are:

Leadership	Assessment	Environment	Family
Instruction	Interaction	Teaming and Collaboration	Transition

Resources at this website include:

- Recommended Practices in English and Spanish
- Glossary of terms
- Recommended Practices with embedded examples (illustrations of what each practice might look like in different home and early childhood settings)
- Recommended Practices with interactive glossary (key terms are highlighted and linked to definitions)

Practice Improvement Tools: Using the DEC Recommended Practices <https://ectacenter.org/decrp/>

The Practice Improvement Tools were developed to support implementation of the evidence-based practices. They are based on the DEC Recommended Practices. Tools and resources are organized around the eight topics of the DEC Recommended Practices and are designed to guide educators, practitioners, administrators, and families in supporting young children who have, or are at-risk for, developmental delays or disabilities. They include **performance checklists**, **practice guides**, and **professional development** guidance materials.

Performance Checklists (<https://ectacenter.org/decrp/type-checklists.asp>) can be used to learn about recommended practices, improve skills, plan interventions, and self-evaluate the use evidence-based practices. For example, under the Interaction topic, the **Child-Child Interaction Checklist** provided to individuals who are watching a video that shows children with and without disabilities in an inclusive classroom. Using the checklist, observers can identify the Recommended Practices that they see. All Performance Checklists are available in English and Spanish.

Practice Guides for Practitioners (<https://ectacenter.org/decrp/type-pgpractitioner.asp>) provide information and illustrations of Recommended Practices in each of the topical areas. For example, one of the Practice Guides under the topic of environment is Adapting Children’s Learning Opportunities, which may be downloaded as a **PDF** or as a **Mobile PDF**. Each Practice Guide includes information about and examples of the practice, a video that shows the practice, and a vignette illustrates how the practice might be used in a real world setting. The final section of the Practice Guide supports progress monitoring by sharing examples of what you should see if the practice is working. **Family Practice Guides** are also available, in English and Spanish. Each Family Practice Guide includes the same features as the Practice Guides for Practitioners (examples, video, etc.).

Recommended Practice Modules (<https://rpm.fpg.unc.edu/>)

The Recommended Practice Modules are free modules developed for faculty and professional development providers. There is a free, interactive, multimedia module for seven of the eight areas of Recommended Practice. Each module includes learning objectives, information, examples and activities, voices from the field, and opportunities for practice. In addition there is a searchable resource library (<https://rpm.fpg.unc.edu/resource-search-facts>) and an area with resources for faculty (<https://rpm.fpg.unc.edu/groups/instructor-area>).