Discover Personas: A New Tool to Support Your Work[1]

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What Do We Mean By Professional Development in the Early Childhood Field?

What do we mean by professional development in the early childhood field?

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).

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

New Frameworks with Implications for Course Content

Professional Standards and Competencies for Early Childhood Educators
https://www.naeyc.org/resources/position-statements/professional-standards-competencies

Advancing Equity in Early Childhood Education
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf (statement)
https://www.naeyc.org/our-work/initiatives/equity (landing pad)

Developmentally Appropriate Practice (DAP) position statement
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

Personas

Infant/toddler, preschool, & early elementary personas https://scriptnc.fpg.unc.edu/shifting-blackboards

Michigan Persona Project eBook
https://eotta.ccresa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_1.pdf

Culturally Responsive Teaching
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf

Culturally Responsive Teaching: A Reflection Guide
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf

Quality UPK Teaching in Diverse Settings
https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf
(article)

Principles for Advancing Equity in New York City UPKs https://highqualityearlylearning.org/quality-upk-in-diverse-settings/ (video)

Principles of Culturally and Linguistically Responsive, Developmentally-Appropriate Practice
https://highqualityearlylearning.files.wordpress.com/2020/03/principles-2.pdf (list)

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[1] All resources from this presentation may be found at **https://education.sdsu.edu/pipelines/resources**

Equitable Practices for Young Black Children

Black Boys Matter: Strategies for a Culturally Responsive Classroom
https://www.naeyc.org/resources/pubs/tyc/apr2019/strategies-culturally-responsive-classroom

Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion https://www.nbcdi.org/sites/default/files/resource-files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf

Evidence-Based Resources for Supporting Young Black Children https://scriptnc.fpg.unc.edu/natural-resources-evidence-based-resources-supporting-young-black-children

School Suspensions Are an Adult Behavior https://www.youtube.com/watch?v=f8nkcRMZKV4

Storytelling Skills Support Early Literacy for African American Children http://fpg.unc.edu/node/7889

Equitable Practices for Children who are Dual Language Learners

Gathering and Using Language Information That Families Share
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-info-families-share.pdf

Importance of Home Language Series
https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series

Specific Strategies to Support Dual Language Learners 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

Teaching Young Dual Language Learners: A New Look at Planning the Environment
https://pdg.grads360.org/#communities/pdc/documents/13314

The Young Dual Language Learner: 20 Short Videos https://www.youtube.com/teachatborg

Equitable Practices for Children with Disabilities

An Advocate's Guide to Transforming Special Education
https://reports.innovateschools.org/an-advocates-guide-to-transforming-special-education-home/

CONNECT Modules https://www.connectmodules.dec-sped.org/

DEC Recommended Practices (see page 4)

Environments That Support High Quality Inclusion
https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion

Head Start Center for Inclusion https://headstartinclusion.org/

Individualizing Videos http://depts.washington.edu/hscenter/individualizing/videos

Topic	Persona(s)	Resources
Developmentally Appropriate Practice		**Developmentally Appropriate Practice (DAP) position statement** **https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf**
• strengths-based • play-based • joyful, engaged • intersectionality	**Winston**	• Equitable Practices for Young Black Children (page 2)
	Jamil	• CONNECT Modules on Communication for Collaboration (#3) and Family-Professional Partnerships (#4) **https://connectmodules.dec-sped.org/** + EarlyEdU Family Engagement series (**https://www.earlyedualliance.org/media-modules-and-more/#modules**)
	Ramon	• Equitable Practices for Young Children who are Dual Language Learners (page 2)
	Trey	• Learn the Signs. Act Early. **https://www.cdc.gov/ncbddd/actearly/** • DEC Recommended Family Practices **https://ectacenter.org/decrp/topic-family.asp** • DEC Recommended Practices – Overview and Resources p. 4 • The Power of Using Everyday Routines to Promote Young Children's Language and Social Skills **http://www.hanen.org/helpful-info/articles/power-of-using-everyday-routines.aspx**
Culturally Responsive Practices	**Montgomery**	• Culturally Responsive Practices (page 1)
	Marisol	• Culturally Responsive Practices (page 1)
Including children with disabilities	**Kingston**	• Kingston Part 1+ state Part C/early intervention program Kingston Part 2 + DEC Recommended Practice Tools for Interaction (page 4)
	Lainey	• Take a Look! Visual Supports for Learning **https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take_a_look_visual_supports_for_learning.pdf**
	Sofia	• Supporting Children with Disabilities who are also Dual Language Learners **https://eclkc.ohs.acf.hhs.gov/video/supporting-children-disabilities-who-are-also-dual-language-learners**
Individualizing to support children's different learning styles and needs in daily activities	**Jake**	• Integrating Principles of Universal Design into the Early Childhood Curriculum **https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Dimensions_Vol41_1_Dinnebeil-1_0.pdf**
	Dusty	• The Power of Relationships **https://www.youtube.com/watch?v=ZAckTCm7fno**
	Joseph	• Storytelling Skills Support Early Literacy for African American Children **http://fpg.unc.edu/node/7889**

DEC RECOMMENDED PRACTICES – OVERVIEW AND RESOURCES

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 across a variety of early childhood settings. 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. They might then have a discussion of the Recommended Practices they don't see, and how those practices might be incorporated. 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. The modules support the implementation of the DEC Recommended Practices. 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-facets**) and an area with additional resources for faculty and instructors (**https://rpm.fpg.unc.edu/groups/instructor-area**