

WELCOME!

**Project PIPELINES -
Preparing Intervention Personnel as
Early Learning Navigators using
Evidence-based Strategies**

Webinar #2


**Practice-Based Learning, Practicum, &
Universal Design for Learning - UDL**

August 7, 2023


**Laura J. Hall (SDSU) &
Kyoka Hashimoto (Miramar College)**

Agenda

- Overview of PIPELINES & PIPELINES2
- Focus on Practice-Based Activities
- Implementation Science
- Universal Design for Learning (UDL)
- Addressing Practicum Challenges at Miramar – Kyoka Hashimoto
- Survey activity & discussion



Folder with
resources,
including
slides, from
this webinar



<https://drive.google.com/drive/folders/1ncZjIQflvAdGf5PKcXzMDd59AuEOTGaZ>

A background image showing several hands reaching into a cardboard box filled with colorful crayons. The hands are of various skin tones, suggesting a diverse group of people. The box is open, and the crayons are arranged in rows. The overall scene is bright and colorful, with a focus on the hands and the box of crayons.

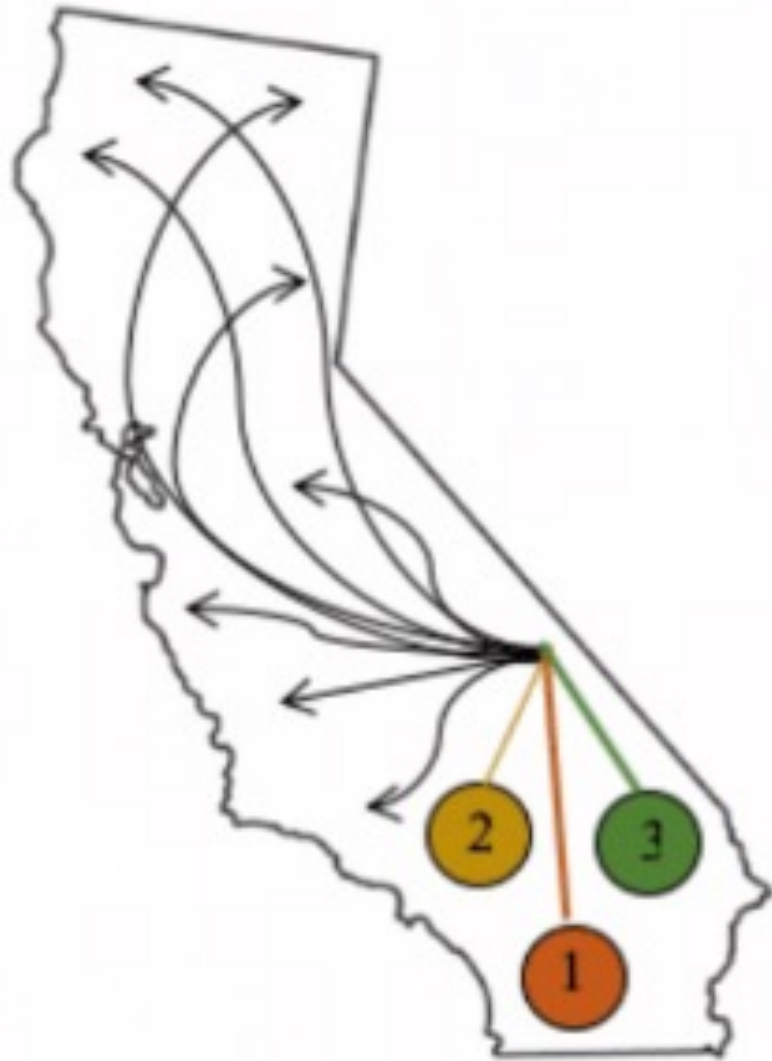
Project **PIPELINES** -

Purpose - to provide PD & support to CC faculty & staff

- a)** to maximize the potential of young children with disabilities, including DLLs, &
- b)** provide support to families living in the diverse communities served

Funded by the US Department of Education

Office of Special Education Programs (OSEP) # H325N180007



PIPELINES

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Office of Special Education Programs
U.S. Department of Education

<https://education2.sdsu.edu/pipelines>

PIPELINES2 is funded!



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Assignments

consider the prerequisite content learners need before engaging in knowledge application



LEARN



PRACTICE



APPLY

The Assignment Alignment Tool

Supports faculty to assess and adjust the breadth, depth, and explicitness of the assignments in a course

By entering the assignments for a course onto the tool, faculty can evaluate their course assignments and determine:

- Which of the course objectives/learning outcomes does the assignment address?
- Which of the course assignments requires knowledge acquisition? Knowledge application? Or both?
- Which of the course assignments explicitly address areas of desired emphasis addressed by the indicators on the rubric, such as equity, inclusion, and cultural and linguistic responsiveness?

Examples of Practice-based Activities from Community Colleges

Cuyamaca - Observation - 17-24 months- Social- Emotional and Language Development

- Will pick a theory and relate it to what they observed.
- Focus on teacher and their support of social development with peers
- Emotions language- is it being used?
- Language teacher uses with the child
- Are books being read? How often? What is the child's involvement?

Palomar - CURRICULUM ANALYSIS ACTIVITIES

- These in-class activities will offer you the opportunity to apply course content to your own life- either for your current or future work, or for a child in your life. These activities will take the form of written prompts (one on Universal Design for Learning, one on individualization, and one on center comparisons). In class, you will be given an hour to respond to the prompt in a method of your choosing- either written, submitted on Canvas, video, etc. - When creating a floor plan, lesson plan, Web design, & Center Visitations

Opportunities to Practice are Key

For developing
fluency – across
contexts, children
& families

For developing
confidence in use
of valued practices
and strategies

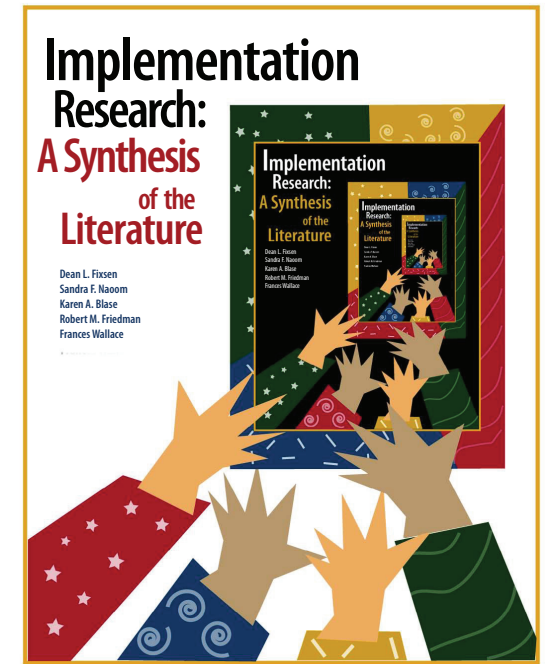
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Fixsen, Naoom, Blase, Friedman, &
Wallace, (2005)

National Implementation Research
Network (NIRN)

Information alone, or training,
no matter how well done, is
NOT an effective
implementation method



Active Implementation Framework



SISEP

State Implementation and Scaling-up
of Evidence-based Practices



Office of Special Education Programs
U.S. Department of Education

Effective

Effective

Enabling

Socially

Practice X

Implementation X


Context =

Significant

Outcomes



Implementation Science for
Educators
<https://sisep.fpg.unc.edu/>



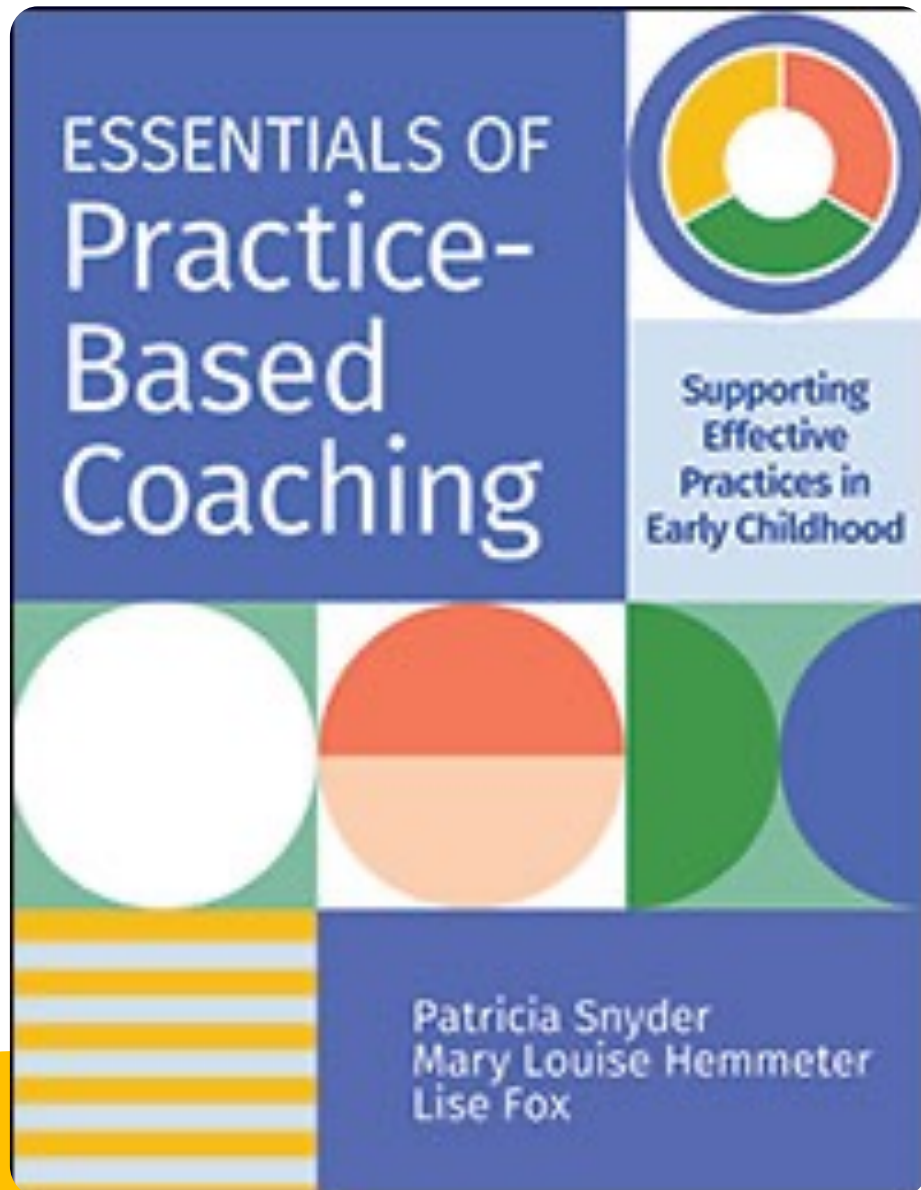
Using the science and practice of implementation to strengthen equity in our education systems, support our educators, and improve outcomes for children, families, and communities.

And -
Practice with
Coaching is
needed for
use outside
the college
classroom

Training, Coaching, Performance

| TRAINING COMPONENTS | OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom) | | |
|--------------------------------------|--|---------------------|----------------------|
| | Knowledge | Skill Demonstration | Use in the Classroom |
| Theory and Discussion | 10% | 5% | 0% |
| ..+Demonstration in Training | 30% | 20% | 0% |
| ...+ Practice & Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

Joyce and Showers, 2002



Practice-Based Coaching

Head Start -

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships.

Examples of Practice-based Activities

ScriptNCWebinar_PBAssignments_Feb2020Final.pdf



Practice Participating in a Collaborative Partnership



**STUDENTS
COULD:**



**WORK IN
GROUPS FOR
DISCUSSIONS,**



**PROVIDE PEER-
SUPPORT FOR
PLANNING
ACTIVITIES,**



**PRACTICE
GIVING AND
RECEIVING
FEEDBACK
FROM PEERS**

Place in the Chat

One example of a Practice-Based Assignment that you will place in a course



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Physical – Ramps or Inclining Spaces

UNIVERSAL DESIGN



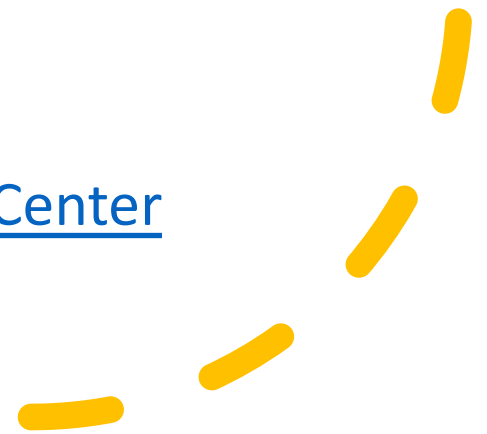
Making design accessible to everyone in society

The three
guiding
principles of
Universal
Design for
Learning
include:

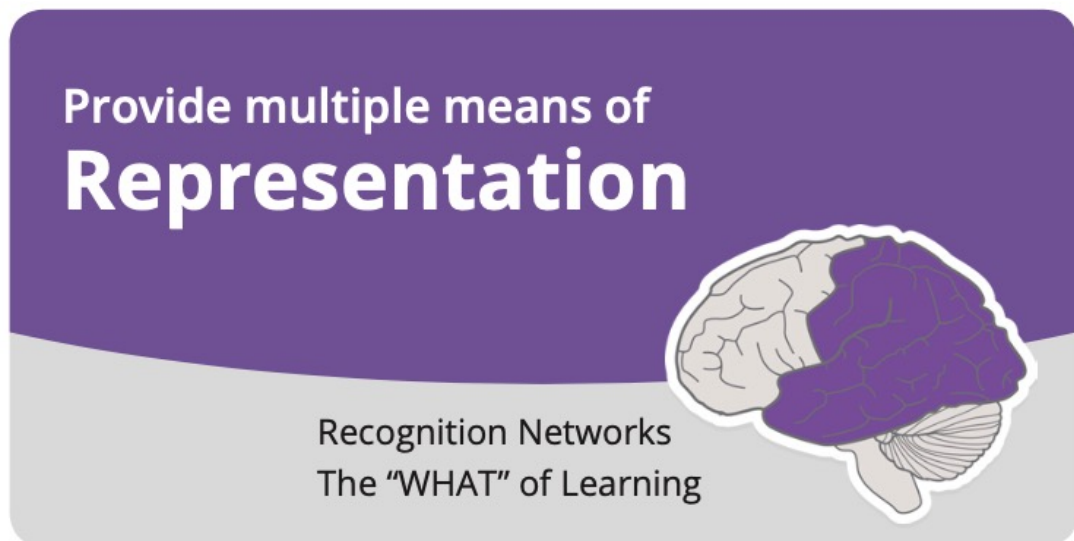
- **Representation** – providing a variety of ways to learn new skills and information
- **Action** – flexibility in how infants, toddlers, & young children demonstrate success and understanding
- **Engagement** – supporting engagement in learning by building on infant/toddler/children’s development and interests and providing choices

Head Start

[Early Childhood Learning & Knowledge Center](#)



Representation



CAST (2018). Universal design for learning guidelines]. Wakefield, MA: Author.

<https://udlguidelines.cast.org/>

Until
learning
has no
limits®

Provide options for **Perception** ⁽¹⁾

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for **Language & Symbols** ⁽²⁾

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for **Comprehension** ⁽³⁾

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

ACTION/EXPRESSION

Provide multiple means of **Action & Expression**

Strategic Networks
The "HOW" of Learning



CAST (2018). Universal design for learning guidelines]. Wakefield, MA: Author.

<https://udlguidelines.cast.org/>

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has no
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Provide options for **Physical Action** ⁽⁴⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for **Expression & Communication** ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for **Executive Functions** ⁽⁶⁾

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

ACTION/ENGAGEMENT

Provide multiple means of **Engagement**



Affective Networks
The “WHY” of Learning

CAST (2018). Universal design for learning guidelines]. Wakefield, MA: Author.

<https://udlguidelines.cast.org/>

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learning
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Provide options for **Recruiting Interest** (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for **Sustaining Effort & Persistence** (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for **Self Regulation** (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Resources from Camille



Tips for Educators: Universal Design for Learning (UDL)

Tips for Educators is a series of practical guides that education staff can use in early learning settings. Each guide is based on research evidence and professional knowledge.



UDL is a framework for increasing access to education environments and opportunities, including in infant and toddler settings. Learning environments, materials, and activities are planned ahead of time, with the aim of welcoming all learners. UDL does not take the place of individualized curriculum modifications necessary for particular children. For more information on individualized curriculum modifications, see these helpful [Curriculum Modifications](#) resources. UDL supports all children, including infants and toddlers with disabilities, to help them engage more fully in learning.

The three guiding principles of UDL include:

- Representation – providing a variety of ways to learn new skills and information
- Action – flexibility in how infants and toddlers demonstrate success and understanding
- Engagement – supporting engagement in learning by building on infant/toddler development and interests and providing choices

Tips for Educators

- View your classroom from the perspective of an infant or toddler. Do a walk-through, and consider the following questions:
 - As an infant or toddler in this setting:
 - Can I get to each area?
 - Do I know what is expected in each area?
 - Am I Able to use the materials in each area?
 - Do I know what to expect during transitions between areas?
 - Do education staff communicate with me throughout activities and transitions?
 - Do education staff respond to my communication during activities and transitions?
- Deconstruct a daily schedule, and consider the following questions:
 - Do I provide multiple opportunities for representation, expression, and engagement in each activity throughout the day?
 - How can I include more representation, expression, and engagement opportunities?
- Apply UDL concepts in your relationship with families. Ask yourself:
 - Do I provide a variety of ways for families to participate?
 - Do I use multiple methods for communicating with families?
 - In what other ways can I engage with families?
- Use a [UDL checklist](#) to design your classroom.

picturing good practice

Bonnie Blagojevic, Mary Elin Logue, V. Susan Bennett-Armistead, Billie Taylor, and Erika Neal

Take a Look! Visual Supports for Learning

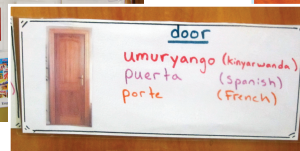
Teachers help children learn in many ways. They use examples, teach specific routines, and provide verbal explanations. Some young children, including children with disabilities or those who are learning English, need additional supports. They may not understand what is being said if the speech is too fast, is unclear, or uses unfamiliar words. Children may become confused or feel anxious and overwhelmed. These feelings can affect a child's ability to learn, interact with others, and feel comfortable as a member of the classroom community.

Visual supports, such as photos, drawings, objects, gestures, and print and environmental cues, can help. They are sometimes paired with verbal explanations. They help children know what to do, learn new skills, and feel included. Visual strategies are considerate of diverse learners. They support children who are visual learners and rely on the visual as a key to understanding the spoken word. Some children may need additional time to process what is being said and come up with a response. Visual supports provide additional prompts to help these children understand discussions. The supports remain on view as a reminder of what was said. Visual supports can also communicate messages to families, especially families whose home language is not English.

Visual supports help children understand . . .

1. Where to find things and where things belong.

- Use visual cues that match children's developmental and learning needs.
- At the beginning of the year, create shelf labels with a larger image and smaller font (but still large enough for children to see well).
 - As the year progresses, consider switching to larger text and smaller images.
 - By the end of the year, try using text labels only, with children helping to create or write the labels.



ALL PHOTOS BY BONNIE BLAGOJEVIC / © THE UNIVERSITY OF MARY CENTER FOR COMMUNITY INCLUSION AND DISABILITY STUDIES, EXCEPT WHERE NOTED

Circle Is for Everyone: Using UDL to Promote Inclusion During Circle Times

Louise and Ben, co-teachers in an inclusive preschool classroom, have a lively, creative, and very diverse class of 3- to 5-year-old children. Several learners have recently immigrated and are learning English, several other children qualify for special education services and have Individual Education Plans (IEPs), and two children recently transitioned from Part C to Part B services and are new to the preschool structure. Louise and Ben are specifically struggling with circle time and how to support a diverse range of young learners during this routine. They know circle time is important but worry that not all children are able to fully participate or access the instruction. While some children participate by singing songs, attending and commenting on books, and sharing their ideas during discussions, other children engage in challenging behavior, have a difficult time transitioning to the circle time area, or simply sit quietly on their mats without actively participating. The teachers recently participated in a webinar on Universal Design for Learning (UDL) in Preschool and are eager to try out some new strategies. They choose to start small with UDL implementation and begin by developing a lesson plan for circle time, the first activity of their day, focusing on ways to implement UDL within this routine.

Circle time is a common part of the day in many early childhood programs. This important routine can encompass instruction on curricular concepts, provide a space to introduce new topics, and build membership and community within inclusive classrooms. Lesson plans or strategies for circle time instruction are also a part of many early childhood curricula (e.g., The Creative Curriculum, High Scope, OWL [Opening the World of Learning]), and researchers have discussed strategies for embedded instruction (Barton et al., 2011), self-regulation (Tominey & McClelland, 2011), and curriculum modifications (Sandall et al., 2019) during this routine. Circle time can also comprise a significant part of the preschool day; research on this routine demonstrates that it typically takes 15 to 20 min, adding up to 45 to 60 hour across a 180-day school year (Stipek, 2018). It is clear this common routine is an important component in early childhood classrooms.

Despite the fact that circle time is a frequent activity, and in some cases, a foundational aspect of the preschool classroom, many researchers and stakeholders have

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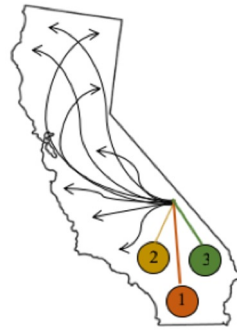
PIPELINES

The word "PIPELINES" is written in large, bold, multi-colored letters (P: orange, I: green, P: orange, E: green, L: orange, I: green, N: orange, E: green, S: orange). Above it is a map of Florida with several arrows pointing from a central point in the south to various locations across the state. Three of these arrows point to numbered circles: 1 (orange), 2 (yellow), and 3 (green).

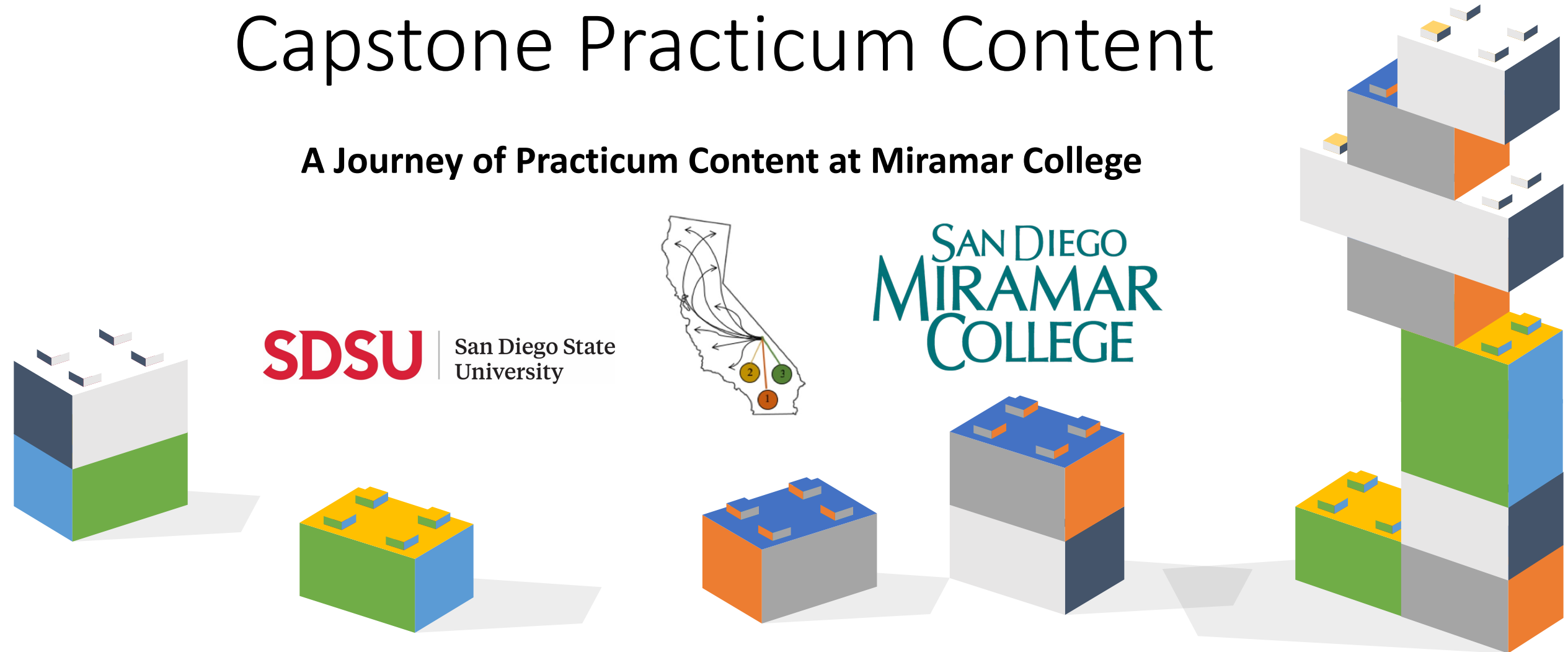
Capstone Practicum Content

A Journey of Practicum Content at Miramar College

SDSU | San Diego State University



SAN DIEGO
MIRAMAR
COLLEGE



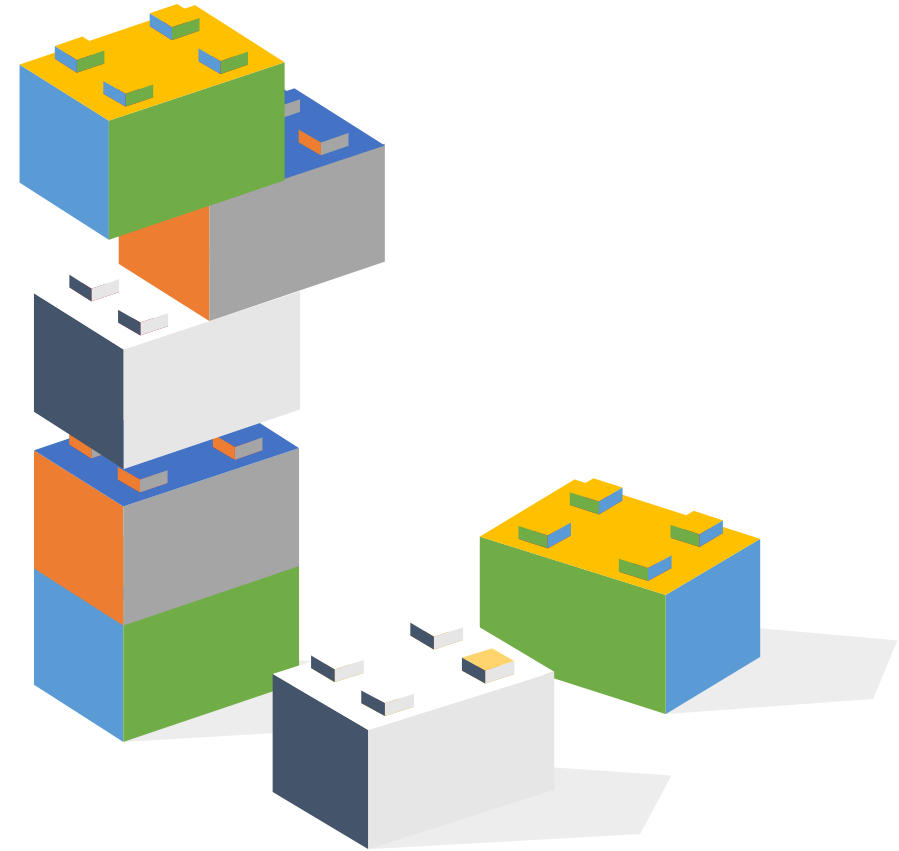
How did it all start?

FALL 2021: CHIL 151 (Program Planning) with Patricia Hunter

Course had in class activities, discussions, Lead Teaching Days (2) and a final program portfolio

After every class, we had a discussion of how the class went and found that:

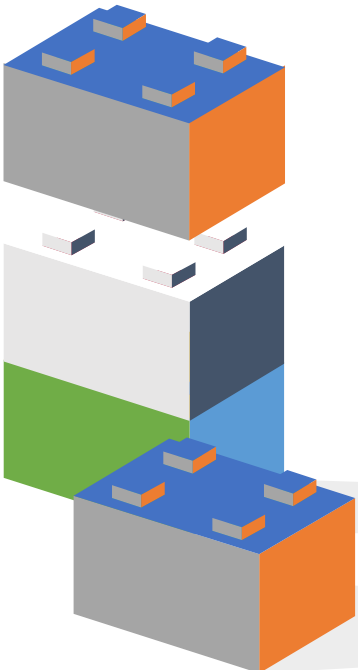
- The discussions weren't as rich as we would like
- Lead teaching days were disproportionate since some were starting off and some were already doing lessons every day.
- The need of the students were different within the class

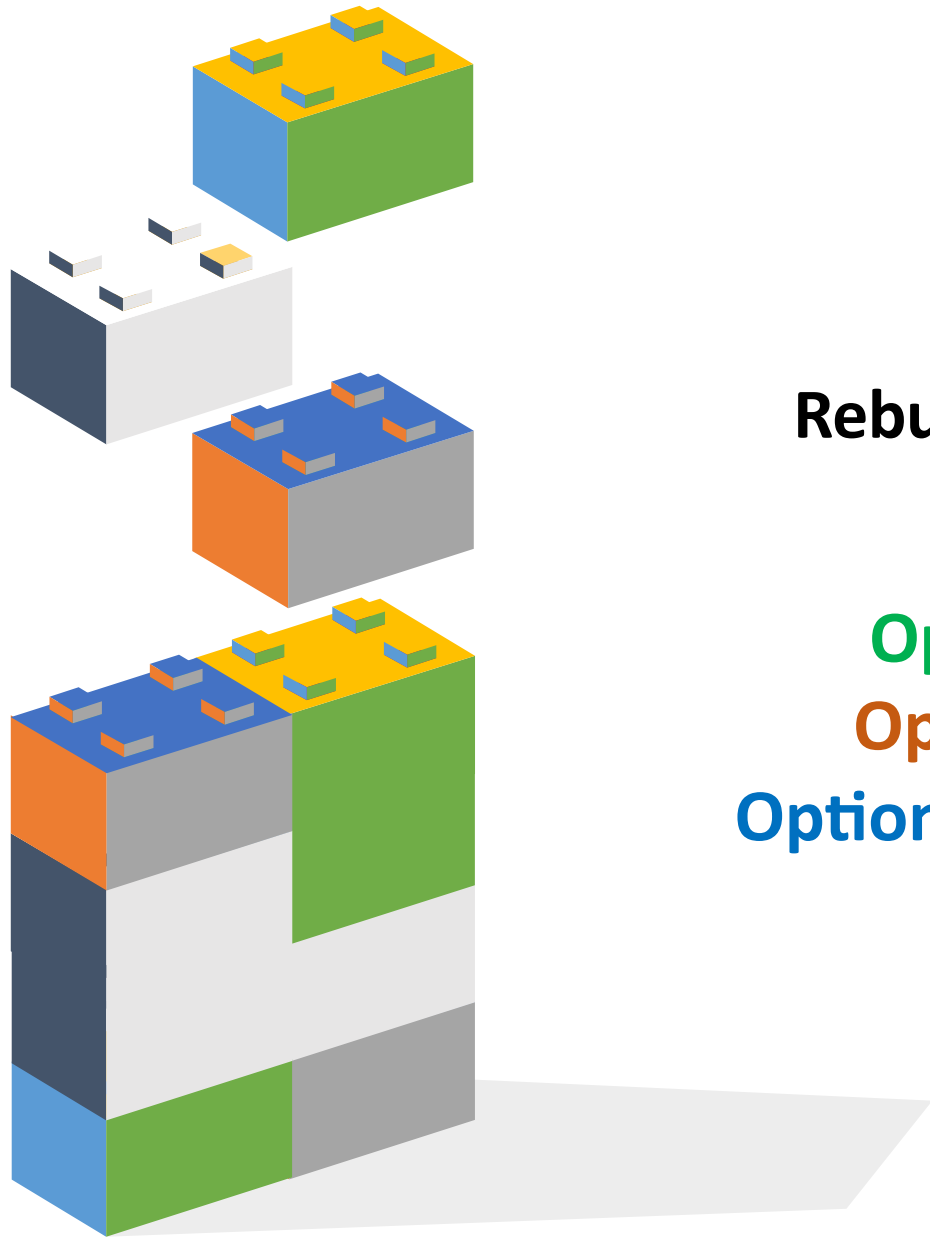


Found that we had to change the way in which we reach the students and cater to their needs

Assignment Alignment tool (CAP 8 Outcomes)

| Assignment | Alignment with CAP8 Outcomes | | | | | | | | | | | |
|---|-----------------------------------|---|---|-------|---|------------------------------------|--|--|--|--|---------------------------|---|
| | 1-Use research & theories to plan | 2-DAP, professional & ethical practices | 3-Curriculum based on child needs & interests | 4-UDL | 5-Supportive of 1 st & dual language acquisition | 6-Progress monitoring & adjustment | 7-Impact of environment & routines on behavior | 8-Individualizing for infants, toddlers & preschoolers | 9. Prevent &/or address challenging behavior | 10.Communication & collaboration - families & others | 11. Reflect on experience | 12. Provide guidance & feedback to others |
| 1. Discussion Assignment Week 2 Qualities of effective early childhood program; what does an ECE need to know, do | ? | ? | ? | ? | ? | ? | ? | ? | ? | ? | | |
| 2. Program Planning Classroom Responsibilities Check List | | | | | | | | | | | | |
| 3. Observation-Interpretation-Analysis | X | | X | | | | | | | | | |
| 4. 14 Group Class Activities 2-ethical scenarios, develop ethics statement 3-what theories do you see? ppt on a theorist 4-ppts on nourishing & quality classroom environment 5-create flyer for families re: open-ended materials; share list of materials 6-create position <u>statement</u> ; importance of play, movement, safe risks 7-favorite teachers; important qualities of effective teachers 8-teaching & coaching 9-culturally responsive teaching 10-curriculum frameworks you are comfortable with 11-DAP; comfortable approaches 12-family culture; family engagement 13-inclusion – benefits, concerns, barriers 14-different curriculum areas 15-challenging behaviors | ? | X X | | | | | X | | | X | | X |
| 5. Lead Teaching Day Overview Plans 1 | | Devel approp. | | | | | | | | | | |
| 6. Lead Teaching Day Overview Plans 2 | | | | | | | | | | | | |
| 7. Reflective Summaries for Lead Teaching Days 1 & 2 | | | | | | | | | | | X | |
| 8. Final Program Portfolio | X | | | | | | | | | | | |





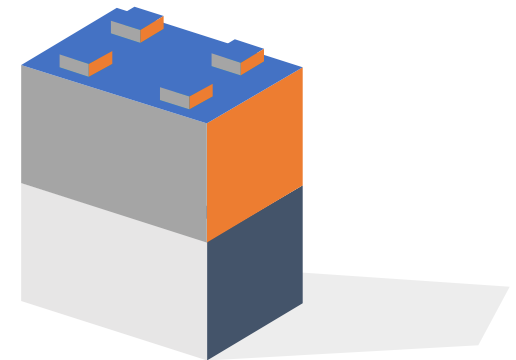
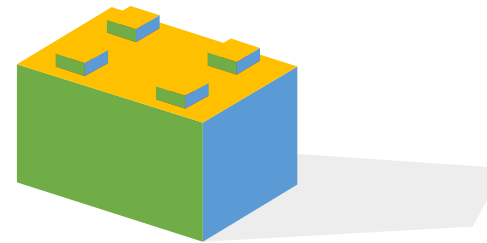
Let's rebuild!

Rebuilding the course with the idea of
3 options/ contracts

Option 1: Curriculum/ Teaching

Option 2: Next Steps in Teaching

Option 3 Culturally Responsive Teaching

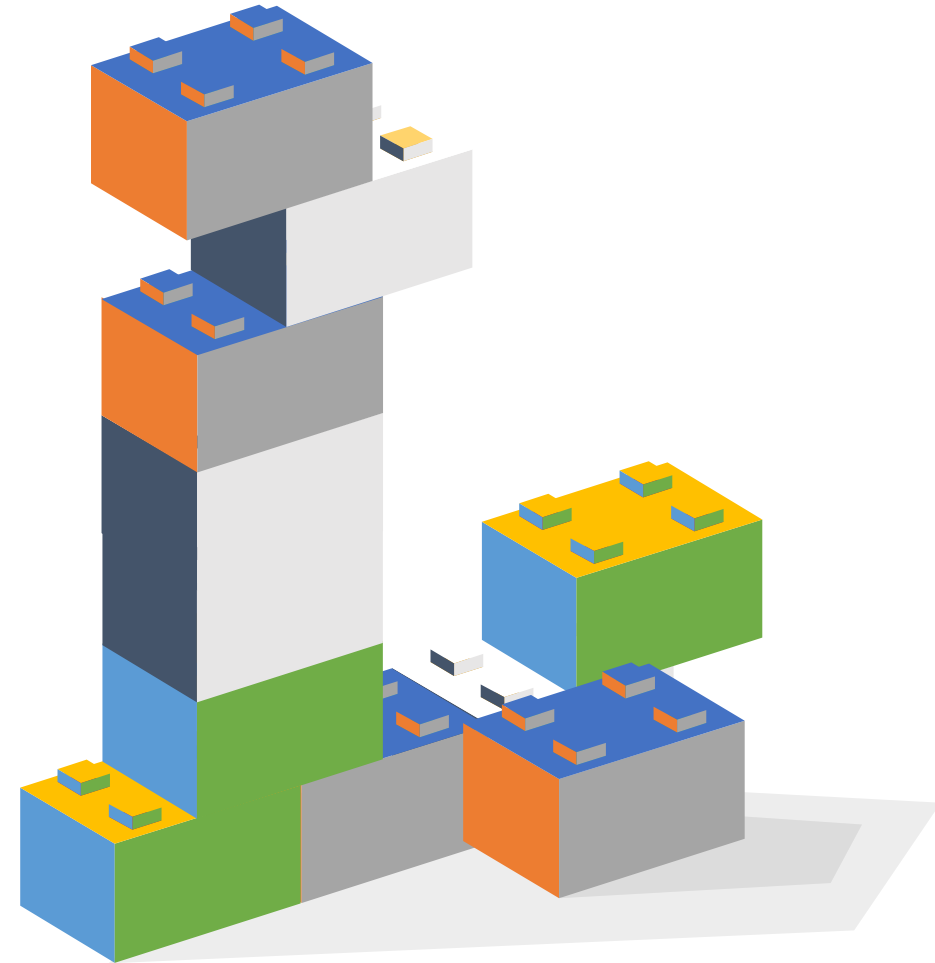


Let's rebuild!

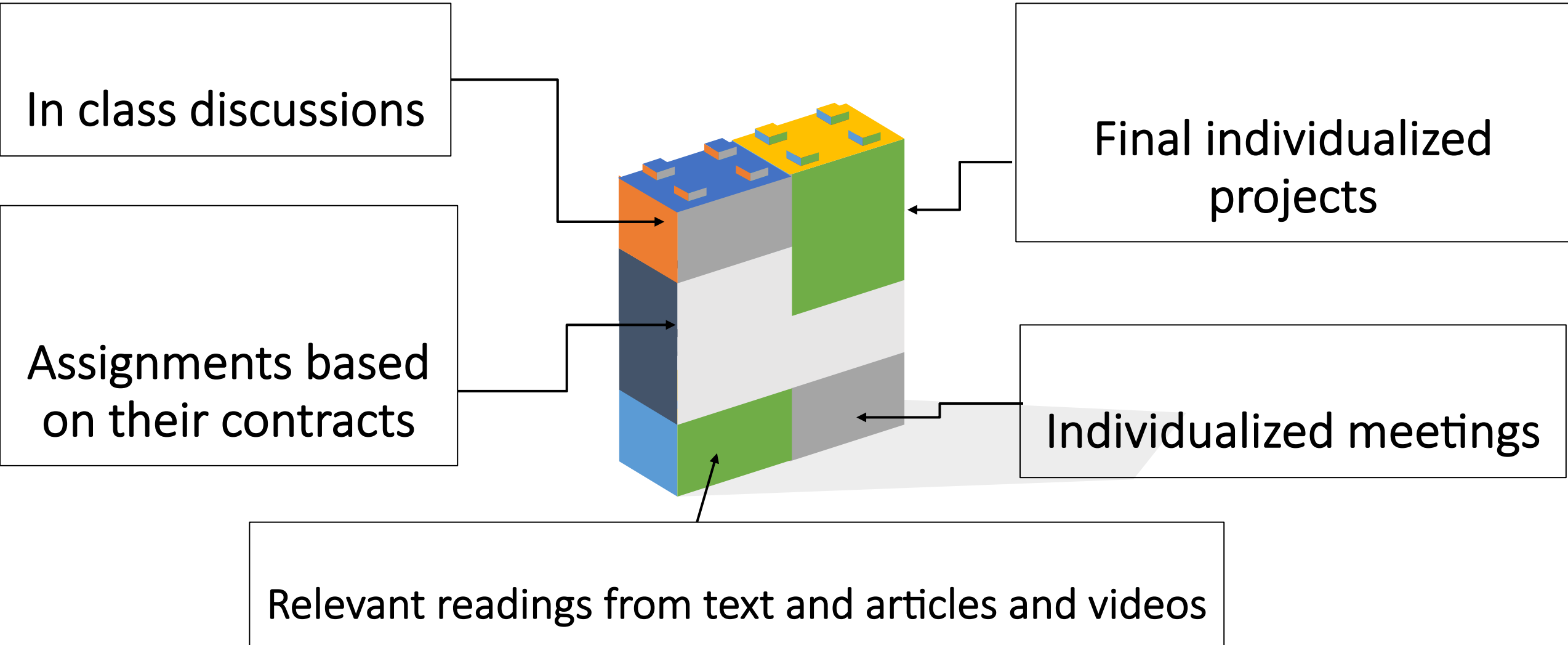
Individualized Meetings & Contracts

Focused on:

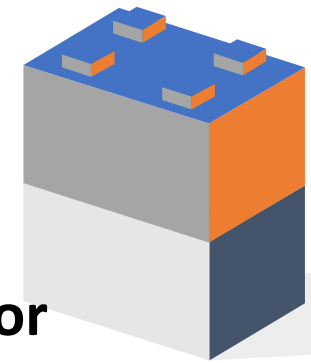
- o Option/contract that they chose
- o Curriculum courses completed
- o Work experience in the Early Childhood Education Field
- o Goals for the Class
- o Career Goals



Coming together!



After rebuilding...



Examples of Small Group Activities

***Consider your own classroom or placement. What examples have you seen or experienced which reflect principles of universal design? How would you integrate principles of universal design in your own classroom or placement? Into your planning? What challenges do you see in working towards implementing universal design?**

***Reflecting on our work over the past few weeks on play-based curriculum, Universal design and individualized planning, please consider each of the personas discussed. With your peers, brainstorm specific experiences you may plan to address the diverse needs and/or multi-language needs of each child. Share an experience for each of the 4 personas- please share experiences in creative expression, literature/language, science, and math. Include specific goals and learning objectives for each experience, materials and/or equipment you will need and how you may evaluate the effectiveness of the experience in meeting the goals and learning objectives.**

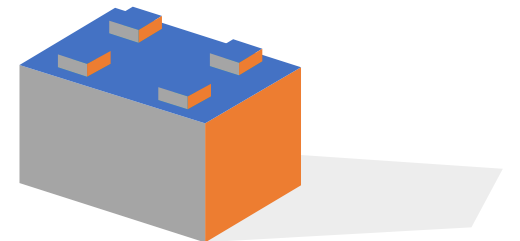
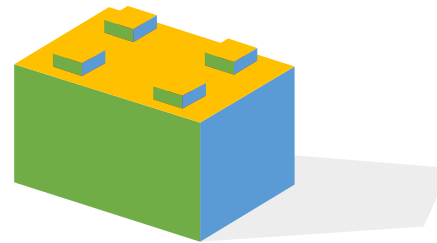
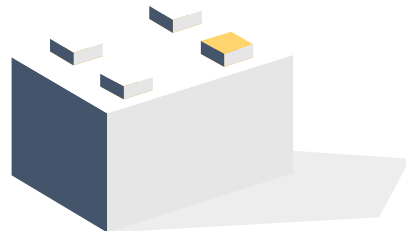
Takeaways from the deconstruction and construction



Leadership is key!

Individualized meetings
with students

Empower students



CAP - 8

Practicum (Early Childhood Education) - Field Experiences

**PR Analyzing
Environments (CAP PR
OBJ 7)**

**PR Collective
Observation of the
Developmental
Domains-Whole
Class/Group**

**PR Learning
Experience/Activity
Plan**

**PR Theory to
Classroom Application
(CAP PR OBJ 1)**


**PR Using DRDP Rating
Checklist for
Curriculum Planning
(CAP PR OBJ 6)**

**PR Adjusting
Curriculum for Various
Ages (CAP PR OBJ 8)**

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- Addressing Practicum Challenges at Miramar – Kyoka Hashimoto
- **Survey - Feedback**

Save the Date - Next Webinar



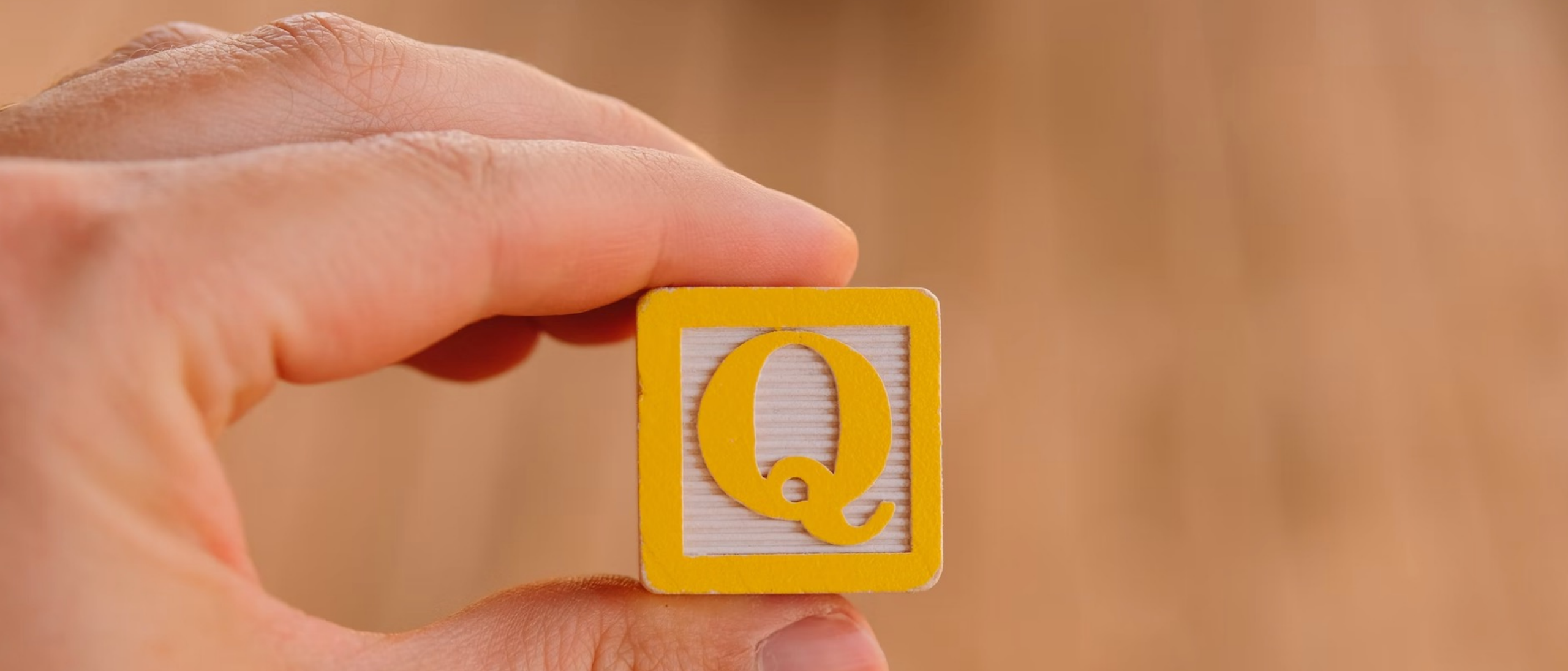
| Date | Topic | Presenter(s) |
|---|---|---|
| January 8, 2024 10:00 – 11:00 AM | Using Observation, Documentation, and Assessment to Support Each and Every Child and Family Focusing on Dual Language Learners | Sarah Garrity, Paul Luelmo, & the PIPELINES team |

WEBINAR Survey

Click on the link on the chat and complete the survey.

https://sdsu.co1.qualtrics.com/jfe/form/SV_2mgBwKQjzpPgVDw





Q&A