

PIPELINES2

Project

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



EVERYONE IS

WELCOME

Welcome!

Agenda (Part 1)

- Land Acknowledgement
- Review of Agenda
- Introductions
- Overview of PIPELINES²



Introductions

**Introduce
yourself, your
role, and any
courses you are
currently
teaching**



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SDSU

San Diego State
University

PIPELINES²



A photograph showing several children's hands reaching towards a wooden tray filled with colorful crayons. The children are wearing various clothing, including a blue shirt with a yellow wristband and a patterned shirt. The background is slightly blurred, focusing attention on the hands and the crayons.

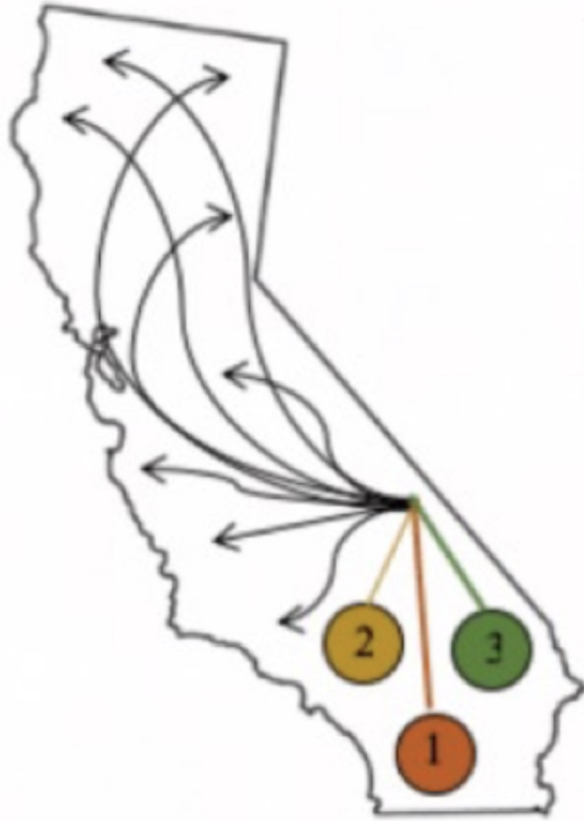
Project **PIPELINES** -

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 & H325N230005



PIPELINES



SAN DIEGO
MIRAMAR
COLLEGE





Catlett, Maude & Skinner, (2016)

The Blueprint Process
for Enhancing Early Childhood
Preservice Programs and Courses

Program Enhancement



Assignment alignment



Syllabus changes



Faculty Professional
development

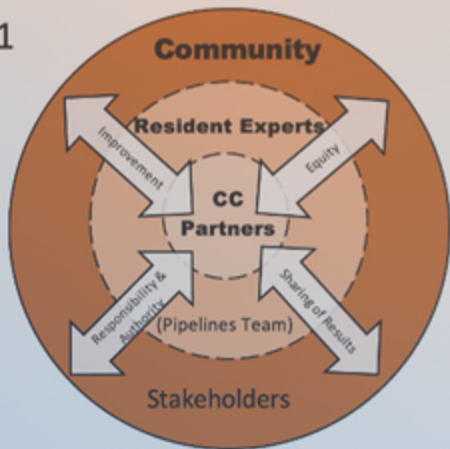
PIPELINES2 Conceptual Framework



GROSSMONT
COLLEGE



1



2



3



CCCECE
CALIFORNIA COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATORS

Janice Chan -
PIPELINES2 Supported CC Transfer Coordinator



jchan2@sdsu.edu



SDSU ECSE
Integrated
Teacher
Education
Program

ACCELERATED
BACHELORS/CREDENTIAL
PROGRAM



About the ITEP Program

REQUIREMENTS

- 2.7 GPA
- Transfer to SDSU with major in CFD (ITEP emphasis)
- Complete a separate application for the ITEP program
- Prior to entry into SDSU
 - Complete courses to meet CA Basic Skills requirement
 - Cross-enroll in SPED 450

SAMPLE PROGRAM PLAN

	3 rd year		4 th year	
	FALL	SPRING	FALL	SPRING
Pre-reqs				
Credential Courses				
Student teaching			Infant-Toddler	Pre-school

Project **PERSPECTIVES**

Provides support in \$ & mentoring for transfer students entering the Child & Family Development Department at **SDSU** where they can complete an **Integrated Teacher Education Program (ITEP)** resulting in a B.S. and Early Childhood Special Education credential in 2 years.



SDSU | San Diego State University




PROJECT PERSPECTIVES:

PrEparing REsponsive Early Childhood Teachers and Early InterVentionists using Evidence-based Strategies




SCHOLARSHIPS AVAILABLE TO COVER IN-STATE TUITION AND FEES!!!

ABOUT PROJECT PERSPECTIVES



Supported by the US Department of Personnel Preparation (OSEP), PERSPECTIVES aims to prepare candidates from diverse backgrounds, including multilingual to:

-  obtain the knowledge and skills to work effectively with young children with disabilities
-  effectively engage with the community, and
-  implement culturally-responsive and evidence-based strategies.

FINANCIAL SUPPORT INCLUDES:

-  CA resident tuition support
-  \$1500 stipend per semester (minimum)
-  Professional development expenses including mileage

ELIGIBILITY REQUIREMENTS:

-  interview
-  admission to one of two Early Childhood Special Education credential pathways:
 - Child and Family Development Major with ITEP emphasis
 - Post-bachelors

FOR MORE INFORMATION AND TO APPLY FOR THE SCHOLARSHIP:



DR. YASEMIN TURAN
YTURAN@SDSU.EDU

TO APPLY TO SDSU, VISIT [HTTPS://ADMISSIONS.SDSU.EDU/](https://admissions.sdsu.edu/) APPLICATIONS DUE FEB 1, 2024!



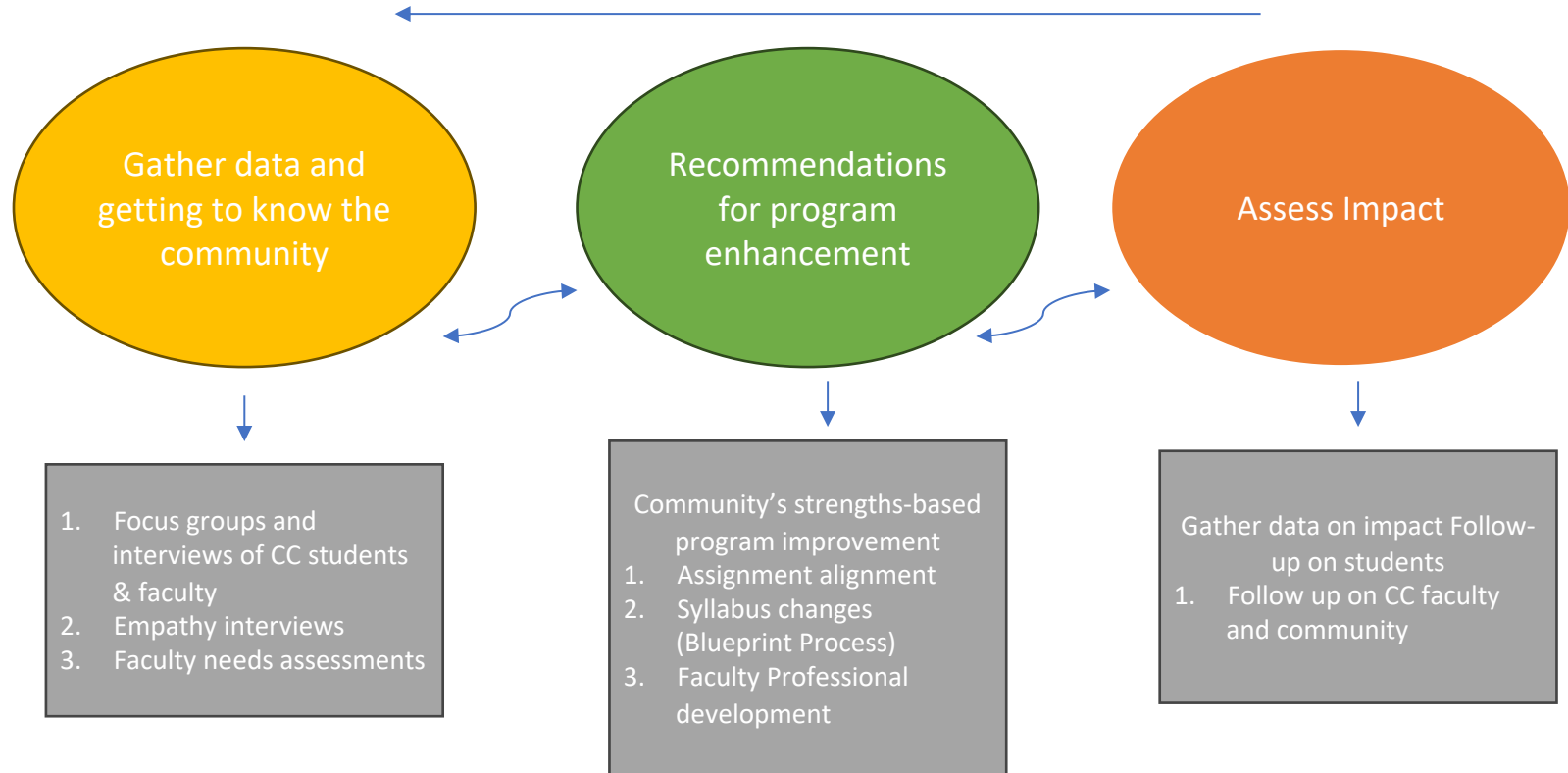
Office of Special Education Programs
U.S. Department of Education

Agenda (Part 1)

Community-Based P2 Process

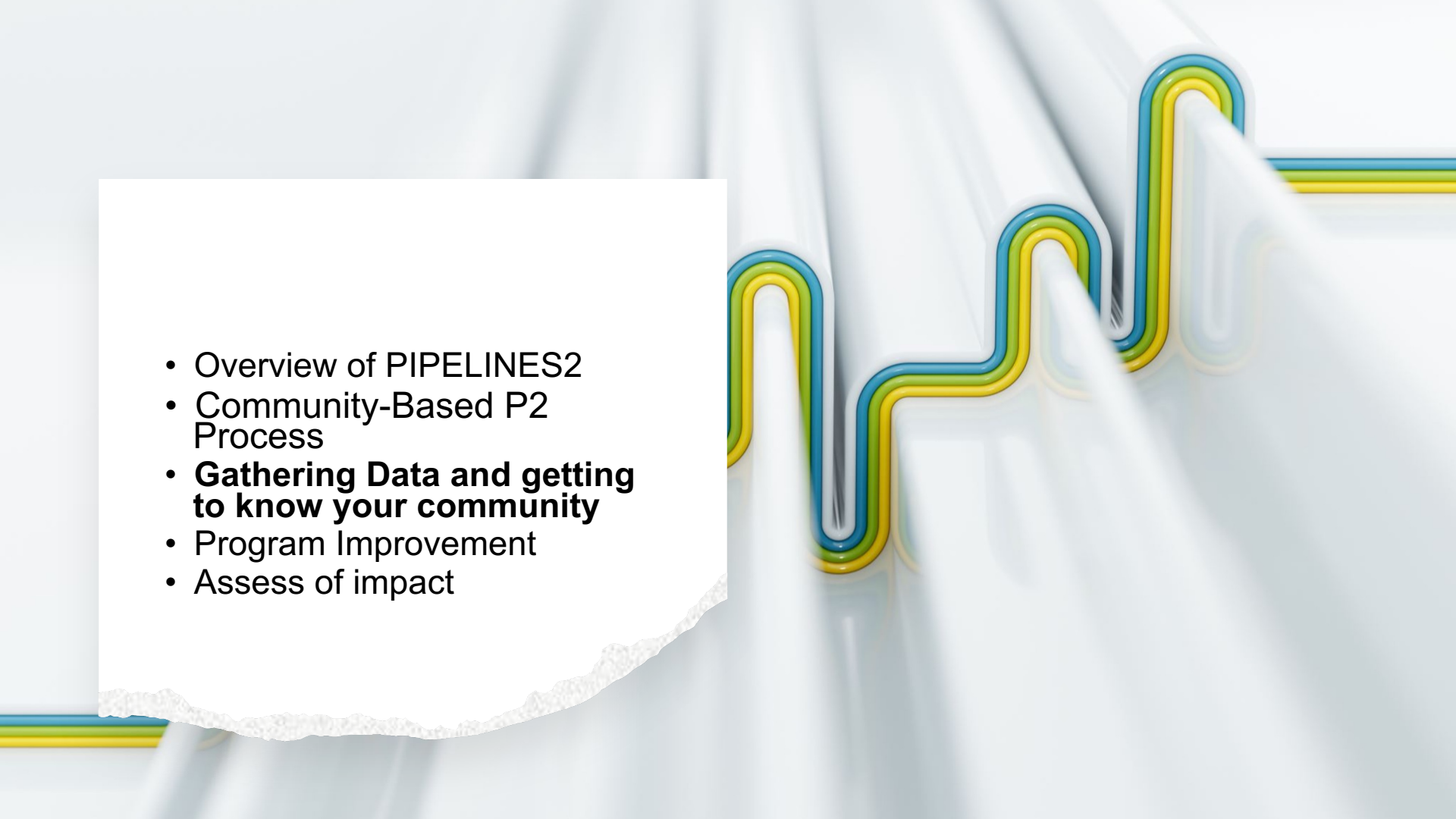


PIPELINES2 Process for Each Community College



How can institutions of higher education address their own biases and inequalities and prepare educators who can “provide developmentally, culturally, and linguistically responsive learning experiences to an increasingly diverse population of children” (NAEYC, 2020)



- 
- Overview of PIPELINES2
 - Community-Based P2 Process
 - **Gathering Data and getting to know your community**
 - Program Improvement
 - Assess of impact

Gathering Data and Getting to know your Community



Focus groups and interviews
of CC students & faculty



Faculty needs assessments

The ECE Landscape in California


COMMISSION ON TEACHER CREDENTIALING

Preliminary Multiple Subject and Single Subject Credential Program Standards


September 2016



Licensed Small Family Childcare Home
Up to 8 children



Licensed Large Family Childcare Home
Up to 14 children




Head Start



EARLY HEAD START
Learning Begins at Birth



SDSU PROJECT PERSPECTIVES:

By Kathryn Buehler, Early Childhood Director and Early Childhood Services Program Evaluation Lead at SDSU

RELATIONSHIP AVAILABLE TO COVER IN-STATE TUITION AND FEES!!!

ABOUT PROJECT PERSPECTIVES:

- Available to U.S. citizens and permanent residents of the United States
- Available to students who are currently attending a 2-year college or university in the United States
- Available to students who are currently attending a 4-year college or university in the United States
- Available to students who are currently attending a 2-year college or university in the United States

FINANCIAL SUPPORT INCLUDES:

1. Tuition and fees
2. Books and supplies
3. Living expenses

ELIGIBILITY REQUIREMENTS:

1. Admission
2. Enrollment in an approved program
3. Financial need

FOR MORE INFORMATION AND TO APPLY FOR THE SCHOLARSHIP:

Visit www.sdsu.edu/earlychildhood

TO APPLY TO BECOME A STUDENT LEADER:

Visit www.sdsu.edu/earlychildhood



TK California



SAN DIEGO QUALITY PRESCHOOL INITIATIVE



DEPARTMENT OF EDUCATION STATE OF CALIFORNIA

Future employment opportunities in the community



Results

Live Results



EARLY CHILDHOOD EDUCATORS AND FACULTY PERSPECTIVES ON CHILD- REARING PRACTICES

PROJECT PIPELINE

YASEMIN TURAN, LAURA J. HALL, PAUL LUELMO, SARAH GARRITY, &
CAMILLE CATLETT



MY BACKGROUND



PURPOSE

- THIS EXPLORATORY STUDY AIMS TO DESCRIBE THE PERSPECTIVES OF
 - a) CHILD DEVELOPMENT COLLEGE STUDENTS AND
 - b) THE FACULTY TEACHING IN CHILD DEVELOPMENT DEPARTMENTS REGARDING THEIR EXPERIENCES AND CURRENT BELIEFS OF CHILD REGARDING PRACTICES ACROSS THE DOMAINS OF:
 - PLAY,
 - DISCIPLINE
 - INDEPENDENCE & ROUTINES,

STUDENT-FACULTY SURVEY

- **PART 1:** PARTICIPANTS RATE STATEMENTS' REPRESENTATIVENESS ON A SCALE FROM 1 (NOT REPRESENTATIVE) TO 5 (VERY REPRESENTATIVE) AND MARK THE ONES THEY CURRENT USE OR WOULD USE AGREE
- **PART 2:** MILESTONES AND OPEN-END QUESTIONS
- **PART 3:** DEMOGRAPHICS

SURVEY EXAMPLE

Child Rearing Practices

PART I

- A. As you read each statement, think about the family, home, community, culture, or group in which you spent your early childhood years. Indicate how representative each statement is of what you experienced on a scale from (1) **not representative** to (5) **very representative**. Then, indicate whether you **agree** or **disagree** with the statement by indicating **yes** or **no**.

1. Play In the family, home, community, culture or group in which I grew up		Not Representative	➔			Highly Representative
1	Play was viewed as having a critical role in a young child's development and learning	1	2	3	4	5
2	Playing with parents was a common routine in most homes					
3	Mothers played with their children					
4	Fathers played with their children					
5	Grandparents played with their children					
6	Children played by themselves and siblings at home or with friends in the neighborhood					
7	Boys and girls played in similar ways and the same amount.					

- 1.b. Play. As you read each statement, indicate which of these beliefs or practices you would personally agree with or follow NOW. (Check all that apply)

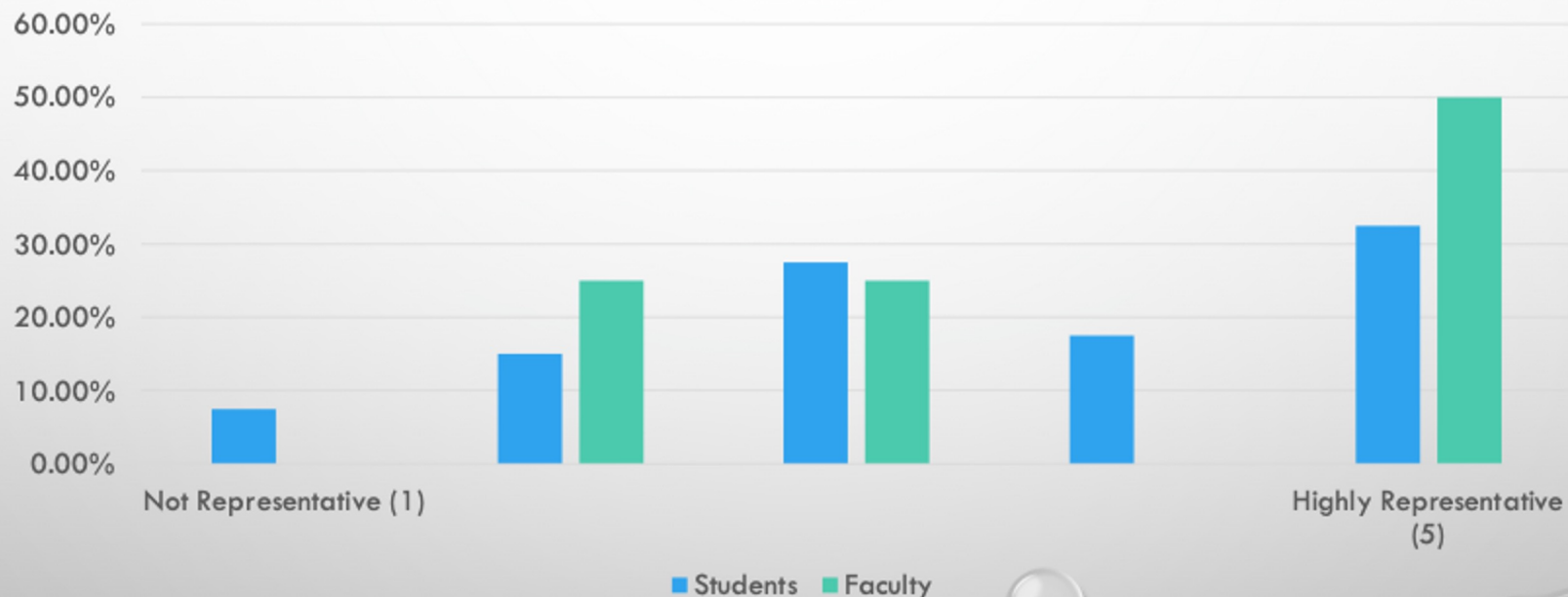
- Play is viewed as having a critical role in a young child's development and learning.
- Playing with parents is a common routine at home.
- Mothers play with their children.
- Fathers play with their children.
- Grandparents play with their children.
- Children play by themselves and siblings at home or with friends in the neighborhood.
- Boys and girls played in similar ways and the same amount.

PARTICIPANTS

		Faculty N = 4		Student N = 39	
Gender	Male	1	25.0%	1	2.6%
	Female	3	75.0%	37	94.9%
	Non-binary	0	0%	1	2.6%
Ethnicity	African American	0	0%	3	7.7%
	Asian	0	0%	11	28.2%
	Latinx/Hispanic	0	0%	10	25.6%
	White	3	75.0%	12	30.8%
	Filipino	1	25.0%	1	2.56%
	Mix Race	0	0%	2	5.1%
Language other than English spoken at home	Yes	0	0%	24	61.5%
	No	4	100%	15	38.5%
Language other than English spoken at community	Yes	1	33%	12	31.6%
	No	2	66%	26	68.4%
	No response	1		1	
Born in USA	Yes	3	75.0%	23	60.5%
	No	1	25.0%	15	39.5%
Religious Denomination	Christian	1	25.0%	14	35.9%
	Catholic	1	25.0%	6	15.4%
	Buddhist	0	0%	2	5.1%
	Jewish	1	25.0%	0	0%
	Muslim	0	0%	2	5.1%
	Other	1	25.0%	9	23.1%
	Prefer not to say	0	0%	6	15.4%

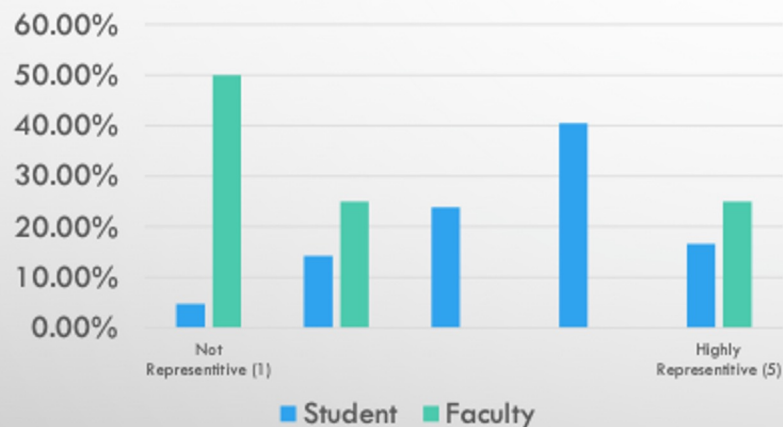
RESULTS-PLAY

Play was viewed as having a critical role in a young child's development and learning

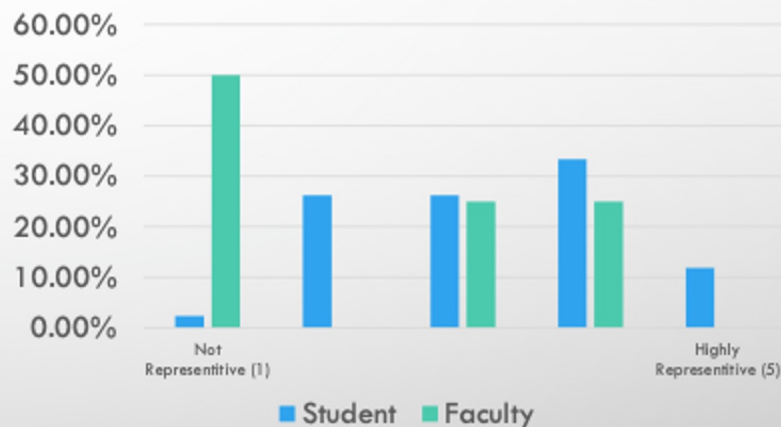


RESULTS-DISCIPLINE

Punishment was viewed as necessary to teach children the difference between right and wrong

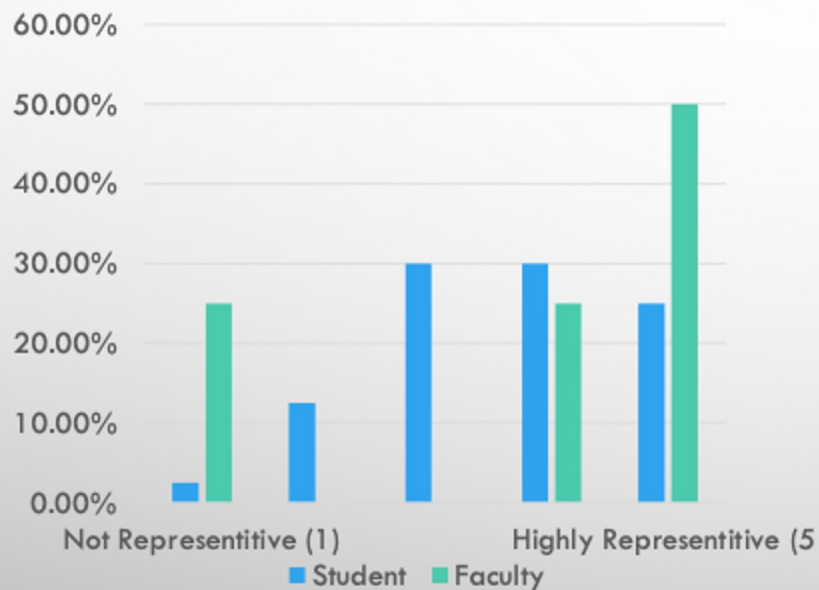


Parents would praise their child's good behaviors rather than focusing on their bad behaviors

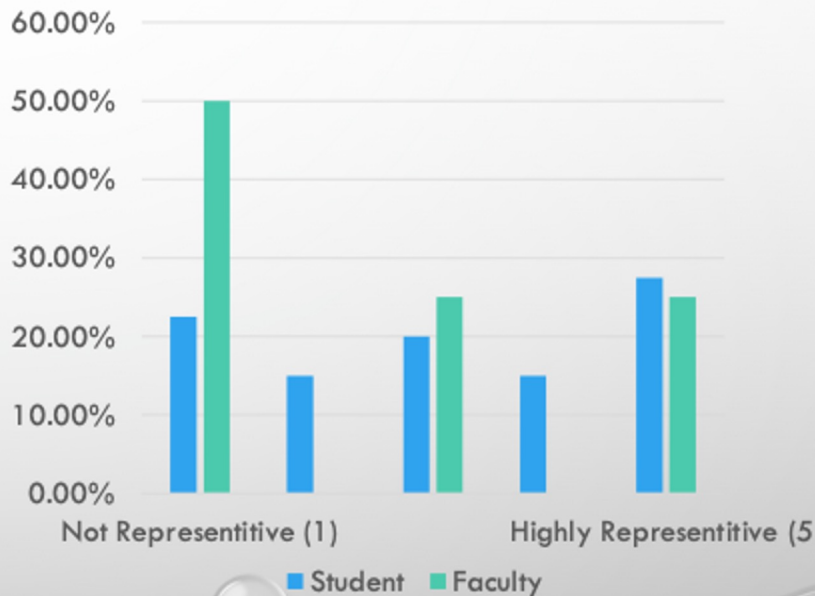


RESULTS- INDEPENDENCE & ROUTINES

Children followed consistent and predictable routines at home such as eating, napping, playing, and bedtime

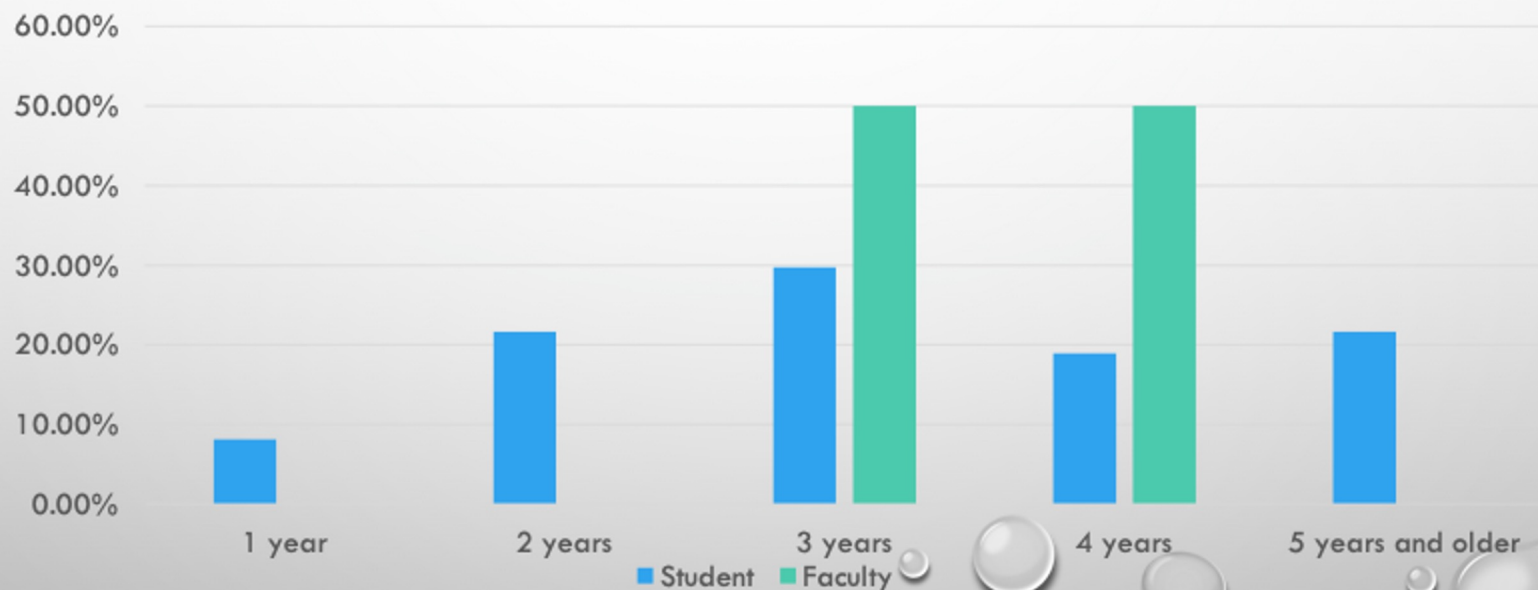


Children were read books by a family member



RESULTS- INDEPENDENCE & ROUTINES

In the family, community, culture you grew up, at what age were most children introduced to academic skills?



DISCUSSION POINTS

- CHILD DEVELOPMENT FACULTY MAY NOT HAVE SHARED EXPERIENCES OF CHILD REARING WITH THEIR STUDENTS, AND SHOULD NOT ASSUME A SIMILAR PERSPECTIVE ON PLAY, DISCIPLINE, FOSTERING INDEPENDENCE, AND ENGAGING IN ROUTINES SUCH AS READING STORIES AT BEDTIME.
- DISCUSSING THE IMPORTANCE AND VALUE OF PLAY, FOR EXAMPLE, WOULD BE FOUNDATIONAL FOR THE ESTABLISHMENT OF INCLUDING PLAY-BASED EDUCATIONAL ACTIVITIES IN THE HOME, CENTER, OR CLASSROOM.
- THE NATURAL ROUTINES FOR EMBEDDING ACTIVITIES MAY DIFFER BY COMMUNITIES, AND THERE IS LIKELY A BENEFIT TO EXPLORING THESE ROUTINES AS PART OF RECOMMENDING STRATEGIES AND PRACTICES THAT ARE CULTURALLY AFFIRMING.
- CONTINUED EFFORTS TO ENSURE THAT THE PERSPECTIVES OF COMMUNITIES SERVED BY COLLEGES ARE REPRESENTED ON THE FACULTY AND IN THE INSTRUCTION OF COURSES AND PRACTICUM WOULD CONTINUE TO ENHANCE THE CONNECTION BETWEEN EARLY CHILDHOOD WORKFORCE PREPARATION PROGRAMS AND THE COMMUNITIES THEY SERVE.

REFERENCES

- MERCADO, G., & TRUMBULL, E. (2018). MENTORING BEGINNING IMMIGRANT TEACHERS: HOW CULTURE MAY IMPACT THE MESSAGE. INTERNATIONAL JOURNAL OF PSYCHOLOGY, 53, 44-53.
- NATIONAL CENTER ON EARLY CHILDHOOD DEVELOPMENT, TEACHING AND LEARNING (2023). SUPPORTING DIVERSE POPULATIONS WITHIN THE EARLY CHILDHOOD WORKFORCE.
[HTTPS://ECLKC.OHS.ACF.HHS.GOV/SITES/DEFAULT/FILES/PDF/SUPPORT-DIVERSE-POP.PDF](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/support-diverse-pop.pdf)
- NATIONAL SURVEY OF EARLY CARE AND EDUCATION PROJECT TEAM (2019). 2019 NATIONAL SURVEY OF EARLY CARE AND EDUCATION (NSECE) CLASSROOM STAFF (WORKFORCE) QUESTIONNAIRE, OPRE REPORT 2019-119, WASHINGTON, DC: OFFICE OF PLANNING, RESEARCH, AND EVALUATION, ADMINISTRATION FOR CHILDREN AND FAMILIES, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES.

- 
- **Learning from the Community**

Sofia Han-Hernand - CEO - UNCI



UNCI

UNITING NATIVES CULTURALLY & INTER-TRIBALLY

Communities Served in San Diego County

— Indigenous, Intertribal, and
Multicultural Peoples —

Identity: shame, pride, empowerment

Vocabulary

Indigenous

Native American

San Diego Indigenous Populations

Kumeyaay Nation:

Ipai and Tipai

12 bands

Desert, Coast, Mountain

San Diego County reservations

San Diego Indigenous Populations

Intertribal, Urban Indian Community



Food = community



Ingredients:
Pork with Ham,
Salt, Water,
Modified Potato
Starch, Sugar,
Sodium Nitrite

SPAM®

Classic

11
years
of
continuous
production



Serving
Suggestion

NET WT
12 OZ
(340g)

Glorious SPAM

Ingredients:
Pork with Ham,
Salt, Water,
Modified Potato
Starch, Sugar,
Sodium Nitrite

SPAM®

Classic

Ingredients:
Pork with Ham,
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SPAM®

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Sodium Nitrite

SPAM®

Classic

NET WT
12 OZ
(340g)

SPAM®

Classic

NET WT
12 OZ
(340g)



Hawaii: Spam
Musubi

Hong Kong:
Macaroni Soup



South Korea:
Korean Army
Stew Budae
Jjigae

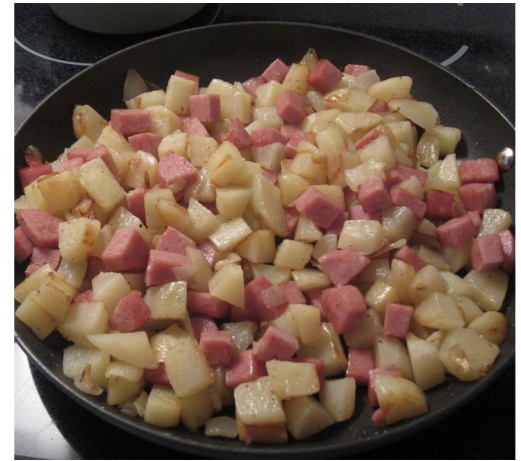
Puerto Rico:
Sandwich de
Mezcla





Guam:
Kelaguen

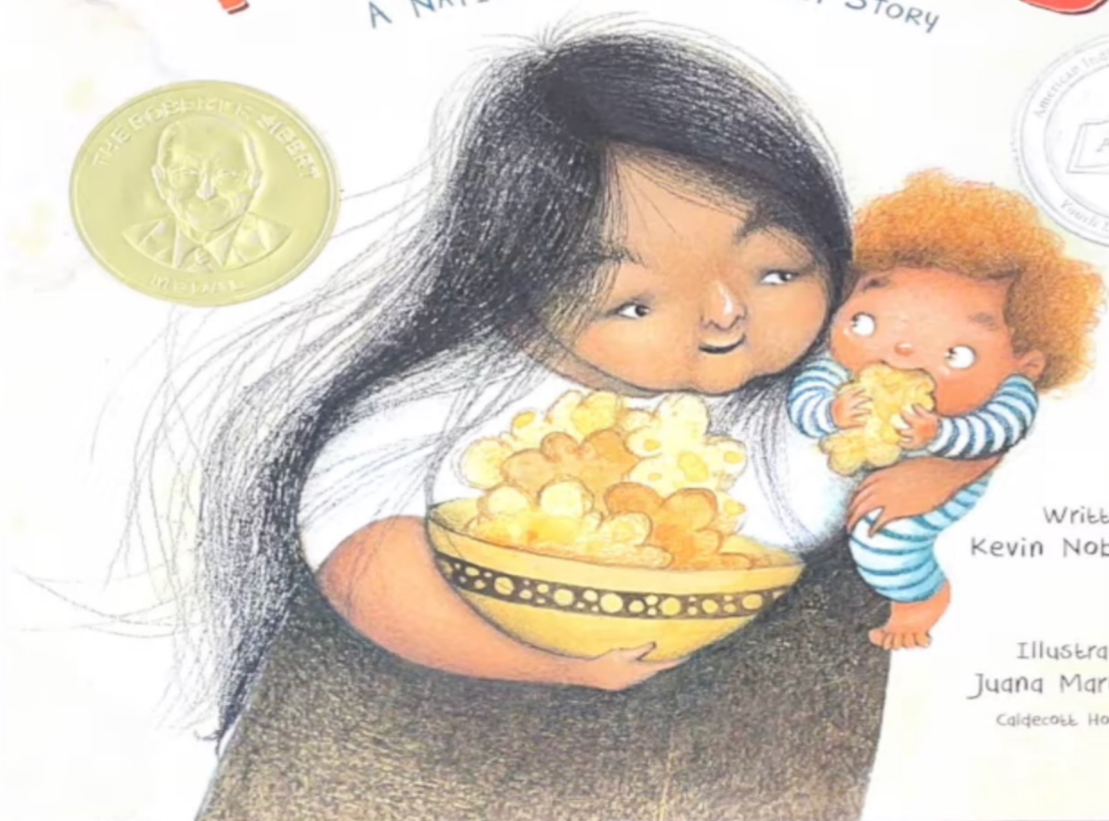
Vietnamese-American
Spam Bahn Mi



Navajo Spam and
Potatoes
Naneeskaadi

FRY BREAD

A NATIVE AMERICAN FAMILY STORY



Written by
Kevin Noble Maillard

Illustrated by
Juana Martinez-Neal
Caldecott Honor Winner

FRY BREAD IS FOOD

Flour, salt, water

Cornmeal, baking powder

Perhaps milk, maybe sugar



All mixed together in a big bowl

FRY BREAD IS SHAPE

Hands mold the dough
Flat like a pancake
Round like a ball

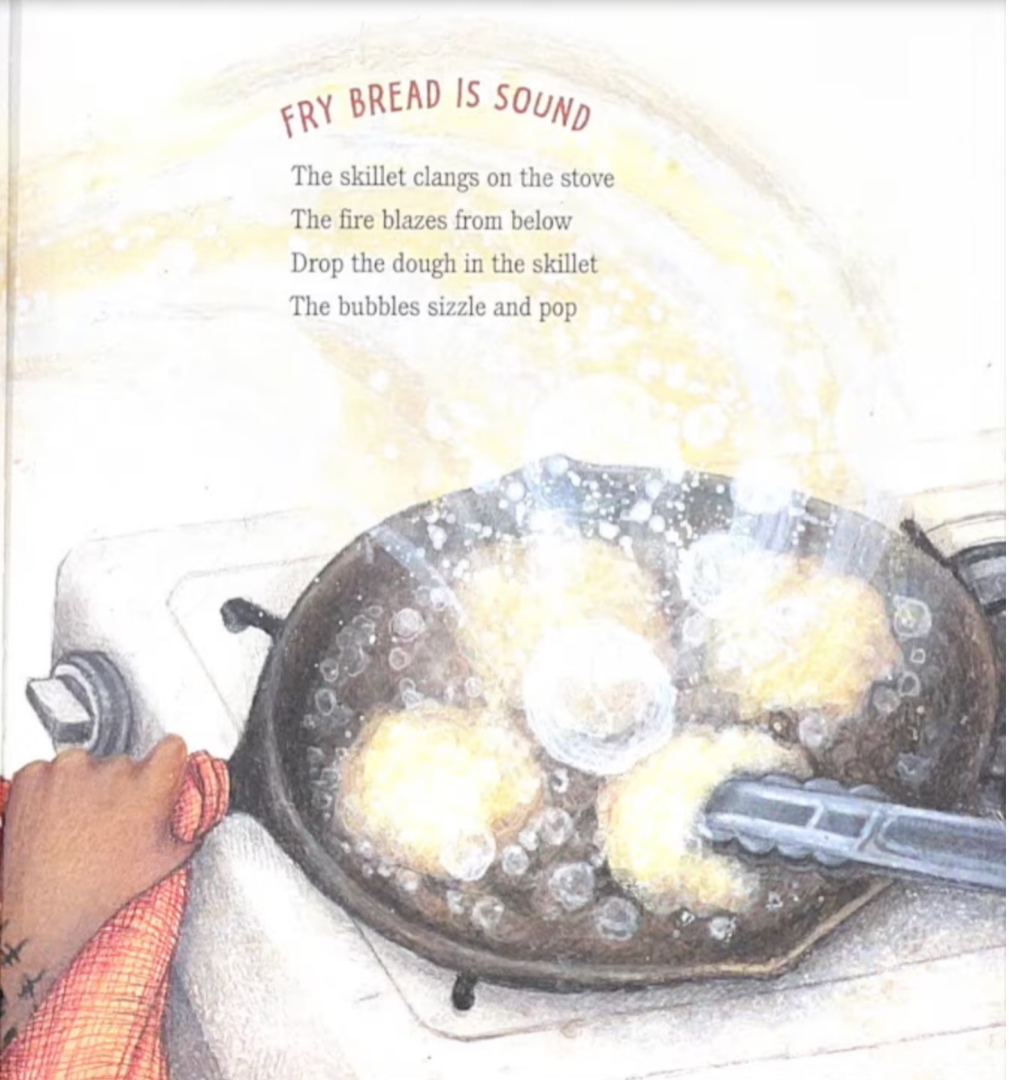
Or puffy like Nana's softest pillow





FRY BREAD IS SOUND

The skillet clangs on the stove
The fire blazes from below
Drop the dough in the skillet
The bubbles sizzle and pop



FRY BREAD IS COLOR

Golden brown, tan, or yellow
Deep like coffee, sienna, or earth



Light like snow and cream
Warm like rays of sun



FRY BREAD IS FLAVOR

See beans or soup

Smell tacos, cheese, and vegetables

Delight in honey and jam

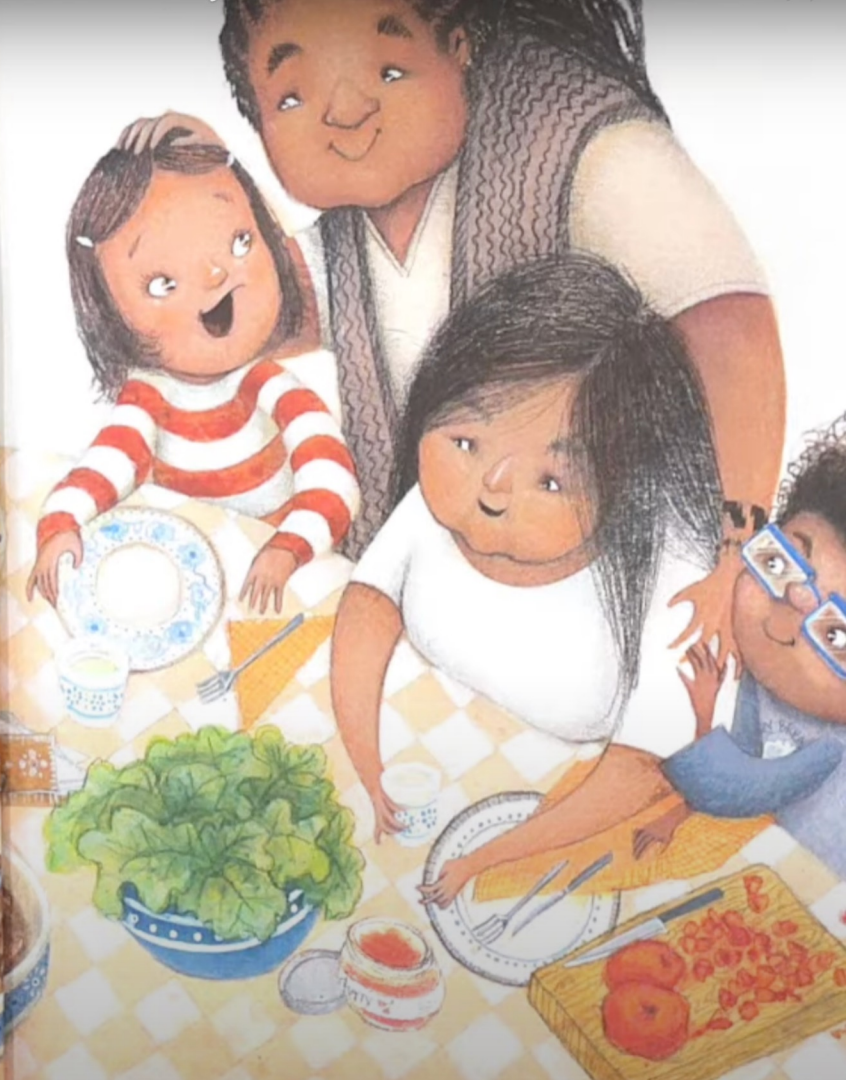
Rise to discover what brings us together

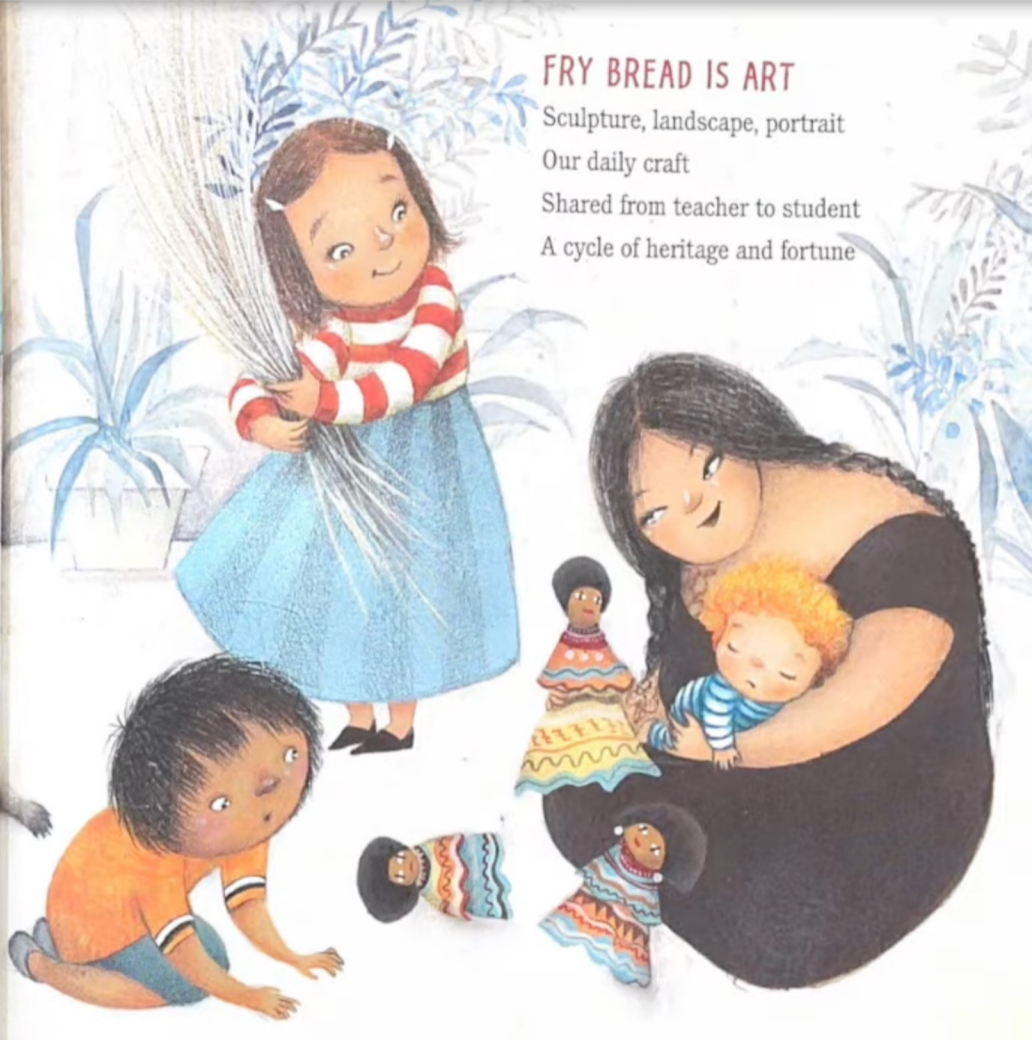




FRY BREAD IS TIME

On weekdays and holidays
Supper or dinner
Powwows and festivals
Moments together
With family and friends





FRY BREAD IS ART

Sculpture, landscape, portrait

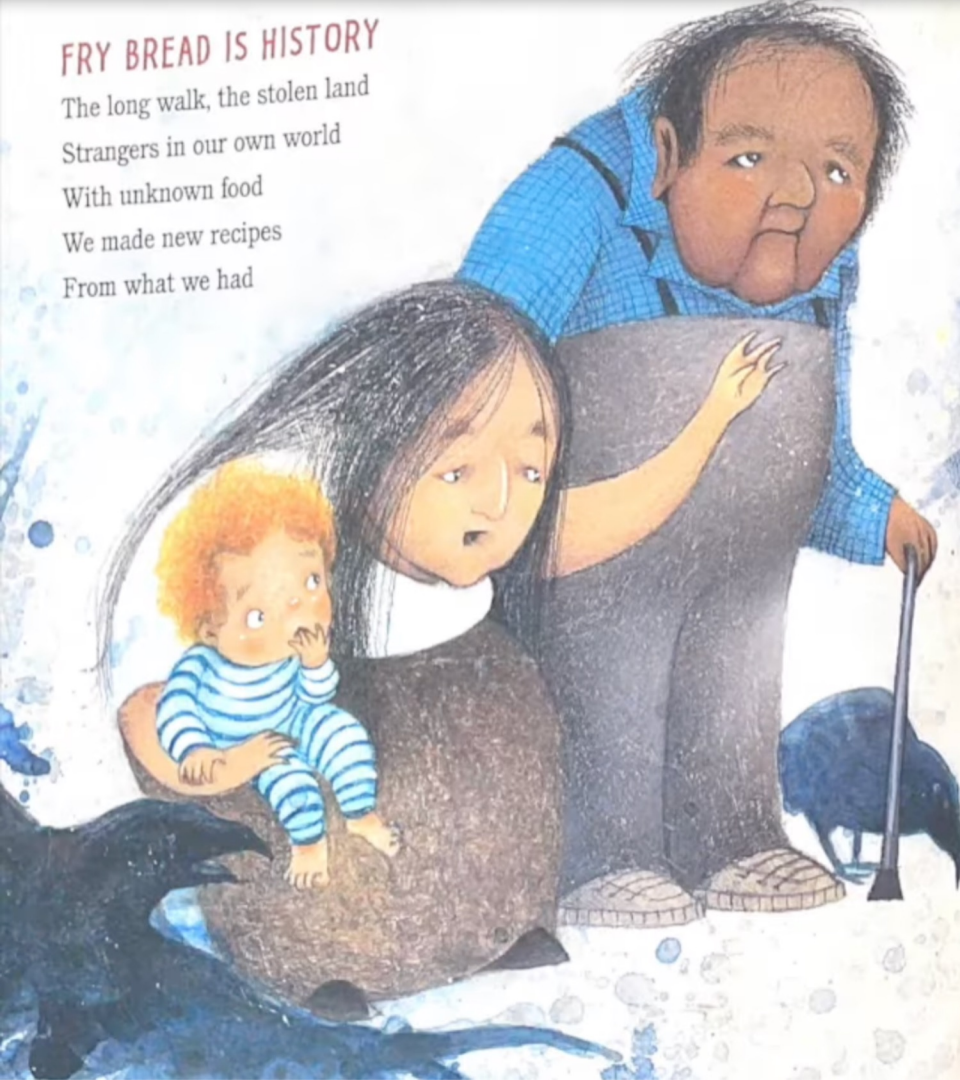
Our daily craft

Shared from teacher to student

A cycle of heritage and fortune

FRY BREAD IS HISTORY

The long walk, the stolen land
Strangers in our own world
With unknown food
We made new recipes
From what we had



FRY BREAD IS PLACE

Alaska, Kansas, all the way to Maine
Down to Delaware, on to Georgia
Over to Oklahoma, Colorado, and California



Cities and lands we call home





FRY BREAD IS NATION

Abenaki, Apache, Arapahoe

Ojibwe, Onondaga, Oglala Sioux

Narragansett, Navajo, Nipmuc

Seminole, Shoshone, Sac & Fox

Hundreds and hundreds of tribes





FRY BREAD IS EVERYTHING

Round, flat, large, small

North, South, East, West

Brown, yellow, black, white

Familiar and foreign, old and new

We come together



FRY BREAD IS US

We are still here
Elder and young
Friend and neighbor



We strengthen each other
To learn, change, and survive



FRY BREAD IS
YOU





Kevin's Fry Bread

- 1 pint boiling water
- 1 cup cornmeal
- 1 1/2 cups cold water
- 1/2 oz. of dry or instant yeast,
approx. 2 packages
- 1 cup raw sugar
- 1 tsp. sea salt
- 3 1/2 cups flour
- 32 oz. unrefined coconut oil



1) Bring 1 pint of water to a boil in a medium pot. Add cornmeal to boiling water. Whip slowly until smooth. Reduce heat to medium, add cold water, and cook until thick. Stir continuously to prevent lumps in the mixture. Remove from heat and let cool in pot.

2) In a large bowl, add yeast, sugar, and salt to the cooled cornmeal, along with small sprinkles of water to moisten the mixture. Gradually add flour, using a metal whisk or potato masher to get rid of lumps. Sprinkle water to keep dough moist but thick. Cover with a damp cloth and let rise for 3 hours.

3) Once the dough has risen, it should be springy and sticky.

Heat the coconut oil in an iron skillet to medium temperature. Test the heat by dropping a small portion of dough into the oil. It should gently sizzle but not splatter. Use two large, oiled spoons to make golf ball-sized portions and dip immediately into the oil, submerging the entire ball. Re-oil the spoons in the skillet to make new balls of dough. Leave room in skillet, as the balls will expand in the hot oil.

4) Let dough fry until it cooks to your desired color: light golden or dark brown—about 3 minutes. Using tongs, flip balls over to cook the other side. Remove from oil and transfer to a paper towel-lined bowl, separating each level with a new paper towel. Eat while hot.



Unci Intertribal

We are an intertribal and interethnic nonprofit organization centering Indigenous Knowledge to create a world of peace, restore and protect sacred environments, and educate.

Unci Intertribal

Healthy Native Environments, Ecologies, and Education Program

Community Well-being and Intertribal Explorers Educational Program

Indigenous Cultural Revitalization, Intertribal Unity, and Social Justice Program

Intertribal Explorers: Tipis, Drums, Feathers, and Plants

Language

Food

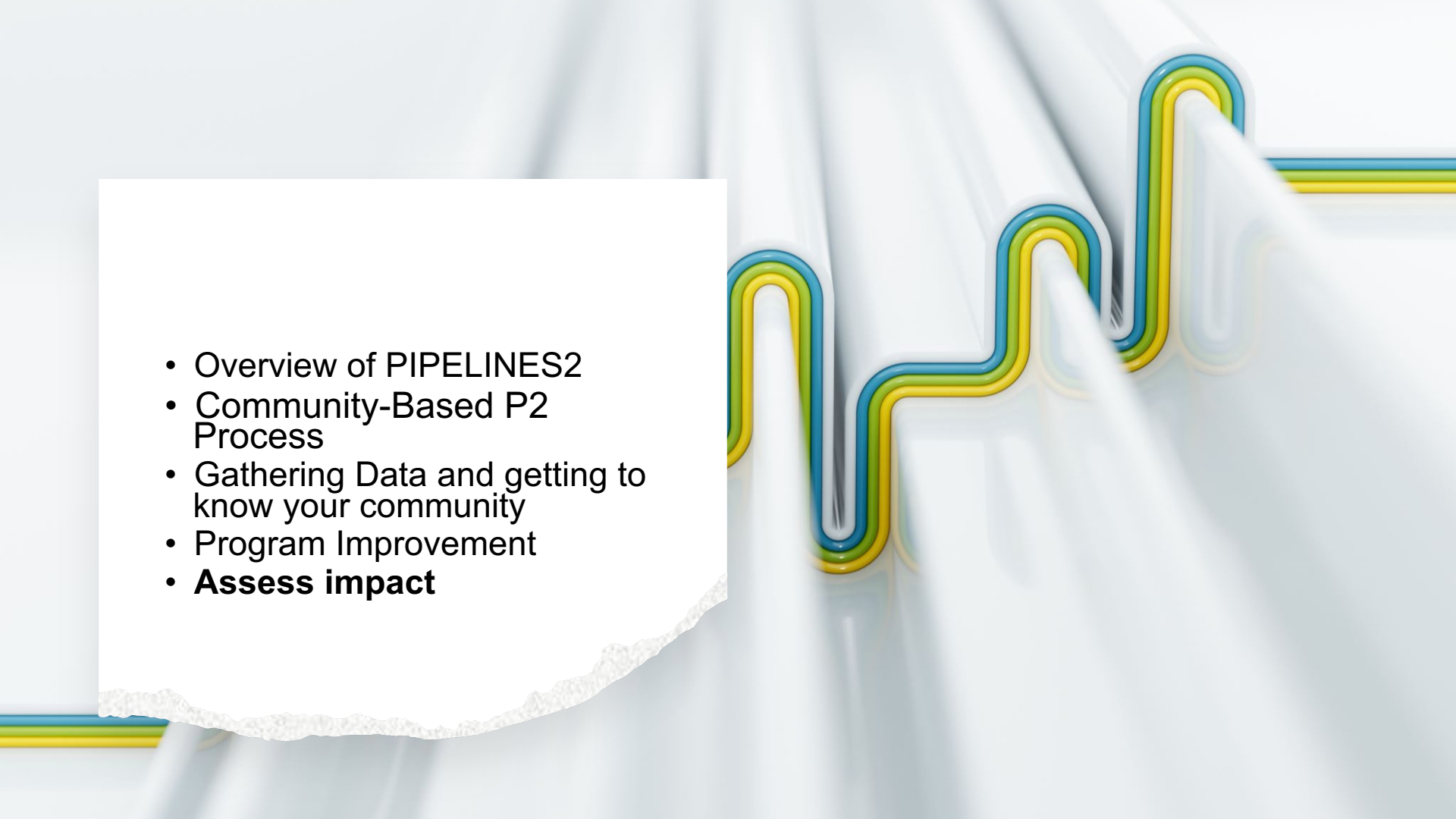
History

Cultural Immersion



unitingnatives.org

@unci_intertribal

- 
- Overview of PIPELINES2
 - Community-Based P2 Process
 - Gathering Data and getting to know your community
 - Program Improvement
 - **Assess impact**

Community College Faculty and Instructor Needs Survey

On a scale of 1 to 5 - “1” is low and “5” is high, please indicate your **CURRENT LEVEL** of knowledge, your **LEVEL** of **EMPHASIS** in courses, Your **COMFORT** with Teaching content on this topic, and your **NEED & PRIORITY** for Professional Development (PD)

PD provided during **PIPELINES1**

- **UDL & Supporting CC Students**
- **Supporting Dual Language Learners**
- **Personas**
- **Adapting Curriculum: Cara’s Kit as a Resource**

Student Evaluation

Number of Transfer students who enroll in the ITEP program at SDSU

Change in Knowledge and Understanding of key content embedded in courses

Demonstration of knowledge put into practice for assignments and during practicum experiences

- **Creating
Community
Reflective
Personas**

Discover Personas: A Tool to Support Your Work

Presented by
Camille Catlett





Definition of 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:

- *characteristics and contexts of the learners (i.e., the "**who**");*
- *content (i.e., the "**what**" of professional development); and*
- *organization and facilitation of learning experiences (i.e., the "**how**").*

Source: National Professional Development Center on Inclusion (NPDCI)

Definition
(continued)

What's
your PD
context?

Who are your learners?

What drives your content?

How do you organize and facilitate learning, practice, and application opportunities?

What do we know about supporting adult learners?

Adult learners, including college students, are more successful in completing their programs when instructional content is connected to their lives.



What do we know about supporting young children?

When children's interests, cultural funds of knowledge, home language, and identities are affirmed by educators, caregivers, and other adults in their lives, they feel a sense of belonging and are motivated to become engaged learners.

What do we know about the availability of culturally responsive and sustaining instructional materials?

There is a lack of culturally responsive and sustaining instructional materials for preparing current and future early childhood educators (ECEs) that support applications to Native American, Black, and Hispanic/Latino children and families, particularly those living in rural communities.

What do we know about how personas can engage and support learners?

Personas are instructional tools that have promising evidence for supporting ECEs to select and implement culturally responsive and sustaining practices that support young children and their families.

What is a persona?

Personas are brief descriptions that present a short sketch of a child and family. Each persona offers information about the unique composition of a family, details about a child (name, age, likes, dislikes), and insights to who the child is as a learner. The insights reveal things like whether a child is receiving services for a disability, is a dual language learner, or has experienced traumatic life circumstances.

Winston

Winston is a three-year-old oftentimes referred to as “Sir”. He lives with his parents who are of Native American and African American descent. He is an only child in the household. The family dynamics are richly based in culture consistent to morals and being authentic.

Winston’s obsession with dinosaurs has evolved over the past two years. He is very strong in learning about dinosaurs and incorporating “his favorite” T-Rex in his learning and social environment. He loves to share his adventures with family and friends through literacy and play. Another strong emphasis Winston has is science, with particular emphasis on planets and outer space.

His mother is a strong advocate for literacy by which books are read to him daily. Winston has evolved in his reading by identifying objects, some words, and talking about the images he sees in the books. The concern his parents have is finding images in books that look like him.

Winston’s parents are concerned that he does not speak as clearly about other concepts outside of dinosaurs and nature. He is ready to learn new concepts introduced to him formally or informally. He is well versed in the alphabets, numbers to twenty, colors, shapes, opposites and some aspects of the earth such as differences in night and day, cold and hot.



Jamil

Age of the child

Jamil arrived a year ago with his mother, father, and older sister Sara from Syria. While Jamil is just four, he loves being involved in anything he can do with his six-year-old sister.

Information about the family & context

At home Jamil's family speaks Aramaic and Arabic but both parents are taking English classes. Based on concerns about Jamil's speech and language development, his pediatrician suggested that Jamil's language and social-emotional development would benefit greatly from a preschool program.

Information about what delights Jamil

Jamil's individual learning needs

Jamil is now attending a local preschool program and is beginning to connect with other children and to communicate with his teacher and peers. He has developed a tremendous interest in blocks and builds tall and elaborate structures. Jamil's teacher has noticed that introducing and reinforcing concepts in a sequence (e.g., in a cooking activity) support both his receptive and expressive language.

Key professional development priorities

Authenticity: community demographics

To support carryover, Jamil's teacher has shared ideas about how to support his developing language skills at home. They've suggested games and routine activities that would be great ways to give him additional opportunities to practice his evolving language skills. His parents have expressed reluctance to do this as, they have shared, it is not customary in their family for adults to play with children.



What are personas good for?

Explore the core considerations of developmentally appropriate practice?

Identify potential community resources to support a child and family?

Individualize to support inclusion?

Envision classrooms that support each and every learner?

Use evidence-based practices to support a child who is a dual language learner?

Persona + DAP

Trey is 30 months old. He lives with his mother who has some intellectual challenges. She takes very good care of Trey, but she doesn't know much about how to support the development of a toddler. By report, Trey has never used crayons, held or read books, or spent time with other children. Trey's mom recently found a job, so Trey is now in a family childcare program each day.

Trey's teacher has shared things he really enjoys and things that seem hard for him. He loves to play with cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy.



Opportunities



Ask students to identify what might be expected in fine motor, social emotional, and language development from a toddler, using state or national developmental milestones. Consider how that compares to Trey's development.

Commonality

Ask students to identify the strategies they would use to collaborate with Trey's mother to support his development.

Individuality

Ask students to propose ways to support Trey's language, fine motor, and social-emotional development in his childcare program routines.

Context

Identify potential community resources to support a child and family?



Anthony

Three-year-old Anthony and his family are behind on rent. They are facing possible homelessness and worrying they will run out of food. Many of these challenges can be linked to the difficulty Anthony's mother is having in finding steady employment. A consequence of these stressors may be seen in how Anthony's behavior has changed at his childcare. He has become more socially withdrawn and has begun hitting and punching other children and having tantrums.

What resources might support Anthony's family with housing and food? What resources might support Anthony's teacher to bolster all aspects of his learning and development, including helping him to self-regulate?

Individualize to support inclusion

Piper

Fourteen-month old Piper is Daniel and Emily's first child. Emily became pregnant when she was a senior in high school. With help from both sets of grandparents, Daniel and Emily completed high school and have full time jobs. They both admit that they don't know much about early childhood, but are quickly learning how to support all aspects of Piper's development. They had never heard of Down syndrome before their doctor shared Piper's diagnosis with them.

Piper attends a neighborhood childcare program each day, where she receives her early intervention services. Her speech-language pathologist is working with her teacher and family to support early speech and language development.

Piper recently got glasses to correct her significant astigmatism, and everyone has commented on how much this development has supported her interest in puzzles, puppets, and motor games, like rolling a ball.



Envision classrooms that support each and every learner



Use a current assignment, e.g., design a math or science learning center for a preschool classroom

BUT let your students know that Ramon, Jake, and Lainie are three of the children in that class. Their assignment will then be to design a learning center that will engage and support each child, including these three. You can also ask students to identify the evidence sources they drew their ideas from.

Use evidence-based practices to support a child who is a dual language learner



Sofia

Two-year old Sofia's mother and father are university faculty members. While both parents are from Mexico, they are completely bilingual and speak both English and Spanish at home. Sofia is very quiet but watches everything that is going on. She loves playing with baby dolls and stuffed animals.

Sofia is a first child so her parents are learning quickly about early development. After referring to multiple websites, including that for the American Speech-Language-Hearing Association, they became concerned about Sofia's receptive and expressive development in both languages.

Sofia was recently identified as having delays that are significant enough to qualify her for early intervention services, which will soon begin at home. Milder delays were also noted in both cognitive and fine motor areas. Developing Sofia's language skills in both English and Spanish is a very high priority for her parents. At the same time, they want to do everything possible to support her progress.



Infant/Toddler, Preschool, and Early Elementary Personas



Michigan Personas

Personas may
be customized

Persona +
Health,
Safety, &
Nutrition



Joshua

Joshua is three years old and has a diagnosed disability in expressive language. He lives at home with his dad and paternal grandparents. Joshua's father, Mark, and grandfather work full-time. Mark says he tries to play with his son when he gets home from work but reports that Joshua prefers watching TV or playing alone with the iPad. Joshua does like to go to the park to play with Mark and kick a soccer ball around.

Joshua usually uses single words or short phrases to communicate. As Joshua transitioned from early intervention, his speech-language pathologist recommended that he have opportunities to engage with other children and other adults who could support his emerging language skills. As a result, he recently started at a daily preschool program, where you can frequently find him in the block corner

building forts and fences for farm animals. He also spends quite a bit of time in the art area, painting or coloring with markers. During large group activities, he is generally quiet and does not participate in songs or answering questions that Jennifer, his teacher, asks.

Recently, when the children were playing outside, Joshua sat down and started crying and holding his arm. His teacher ran over and asked what was wrong, but Joshua just kept crying and holding his arm. Quickly, the teacher was able to piece together that Joshua had been stung by a bee by looking at the enormous swollen red spot on Joshua's arm and asking the other children.

You can use this persona to discuss:

As an early childhood educator, what does Jennifer need to know about how to respond to a severe allergic reaction? What should she have done next?

If you were Joshua's teacher, how would you support him in developing his expressive language throughout the day? What are ways you could collaborate with his speech-language pathologist? With his family?

Directions

Your Name: _____

1. Choose one child (highlight your choice here): **SIMON** **JAKE**

For your target child and family, identify:


- (1) The child's strengths and family's strengths (bullet points are acceptable)
- (2) The child's challenges and family's challenges (bullet points are acceptable)
- (3) At least **three** open-ended questions you would ask the family to learn more about how you might best be able to support them. That is, questions that help you learn about the child and family and aspects of their culture and community.
 - a. Briefly explain why knowing these aspects of culture and community are beneficial for your work as a teacher.
- (4) **Identify one** high-quality "already made" resource that you would share with the family. Explain why you selected this resource for the family. It can be an article, a handout, a website, a pre-made tool (like a scripted story or visual). Be sure to mention how it represents and acknowledges what you know about the child/family and how it can meet the family's and child's current needs.
- (5) **Create one** visual resource that would be beneficial for the child and/or family based on what has been shared. You may use fair-use visuals available online. The content and item you create should be of your own design. For example, you might choose to create a social story to help a child and/or family. Be creative! Be sure to mention how it represents and acknowledges what you know about the child/family and how it can meet the family's and child's current needs.
- (6) Reflect on the process of learning more about, and supporting the engagement of, this child and family while also staying 'safe at home' and working remotely. Answer the following questions:
 - a. In this unique time, how would you build a respectful and reciprocal relationship with this family? What would you do? How would you do it? Be sure to give examples that represent what you would do when beginning/sustaining your relationship with the child and family. Also give examples of how you would present/share your resources (#4 & #5) with the child/family.
 - b. How would you ensure the engagement of the child's family in their child's development and learning while being responsive to their strengths, challenges, and the current situation of a global pandemic?





Evidence for the use of personas

- From the chair of an ECE program: *“Personas give the students a story and they put more effort into assignments because they are not so abstract.”*
- From a field experience supervisor: *“The photo and details make the personas real to the students to they really want to figure out how to support the child and family.”*
- From an early childhood student: *“I really enjoyed the personas. I found them to be more realistic and current with the children and families we have within our state.”*

A heart-shaped wireframe on a stick with a large, iridescent soap bubble attached to it, set against a dark background. The bubble is large and translucent, showing a spectrum of colors (rainbow) due to light refraction. The wireframe is dark and appears to be made of metal or plastic. The background is dark and slightly textured.

Can you envision
what a set of
personas for your
community might
look like?

Thank you!



**Kyoka Hashimoto &
Donnachris Macaspac**

**Miramar Community
College**

Example of Process

Thank you to Camille Catlett!



**Syllabus
Deconstruction in
Progress**

Check Your Assignment Alignment: Course Number/Title:

Assignment	Alignment with SLOs					What does the assignment measure?		Specific Areas of Emphasis			
	1	2	3	4	5	Knowledge Acquisition	Knowledge Application	Dual Language Learners	Children with Disabilities	Race, Ethnicity, Culture	DAP
1. Chapter quiz	X					X					
2. Article summary		X				X					
3. Chapter quiz			X			X					
4. Watch video; answer questions				X		X					
5. Observe in Head Start classroom			X	X		X		X	X	X	
6. Use Foundations to determine age-appropriate expectations		X				X					
7. Design inclusive classroom environment for diverse learners	X		X				X	X	X	X	

Tools, Strategies, and Resources





CHIL 131

Curriculum: Language and Literacy,
Math and Science

Highlights

Before and After

Before

No integration across domains
Little individualization
Little emphasis on ability, dual language, etc.
Lots of knowledge acquisition
Little practice or application



After

Discussion Questions
(Theorists, Inclusion, STEMIE bookmark)

Final Project
(Combining Lang, science and math)

Journal x2 (ECE, Play)

Child Observation

Assignment #1 Webbing

Assignment #2 LOF

Lesson Plans x3

Lesson Plan Extension "Bookmark"
(Language and Literacy)

Math is all around us Flyer

Supports and Adaptations: Categories

1. **Environmental Support** Altering the physical, social, or temporal environment to promote participation, engagement, and learning
2. **Materials Adaptation** Modifying materials to promote independence
3. **Activity Simplification** Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps
4. **Child Preferences** Capitalizing on a child's favorite activities
5. **Special Equipment** Using adaptive devices to facilitate participation
6. **Adult Support** Employing direct adult intervention to support a child's efforts
7. **Peer Support** Using classmates as models to help children learn
8. **Invisible support** Arranging naturally occurring events to assist inclusion

Group 1: Persona

Alaina is a 4-year-old girl who lives with her mom, dad, and little brother. Alaina was born with bilateral, sensorineural, severe profound hearing loss. This means she is deaf in both ears. At the age of 10 months, Alaina received cochlear implants which enable her to hear. Alaina and her parents were enrolled in their state's Early Intervention program from the time she was born to the age of three. Now Alaina receives early childhood special education services in an inclusive classroom with her peers. Her inclusion is supported through services she and her teacher receives from a Teacher of the Deaf/Hard of Hearing (TOD) and a Speech-Language Pathologist (SLP). Alaina loves to play and is very social with her peers. She plays with all the children in her classes but also has special friends who she prefers. Her interests include play-doh, baby dolls, playing chase games outside, and anything pink! Alaina is interested in books and has the attention to listen to long stories but sometimes has a hard time remembering all the details. Often, because Alaina is very socially competent, it can be difficult to notice when Alaina is struggling in the daily classroom routines. She is able to follow other children's lead when she doesn't hear the directions or can't understand what is being said. Alaina's expressive language is very good but she sometimes is missing the beginnings or ends of words – especially softer sounds. In addition, it is difficult for Alaina to learn new words quickly. Alaina is getting ready to transition to Kindergarten next year. Her mother and father are concerned about Alaina keeping up academically especially as things become more difficult. Alaina is not confident in asking for help and she can get lost in the shuffle.

Math Concept/s	Materials	How would you use the materials to help the child explore the concept? Think about adaptations and interests of the child.
Number Sense	Visual ASL number labeling cards	Use visual aids to allow her to connect numbers to their ASL counterpart. Counting from 1-10. Adaptation: Materials, as she is hard of hearing
Algebra and functions	Sticks	Sorting sticks of different shades from longest to shortest. Adaptation: Activity simplification and adult support, choosing 2 sticks at a time and asking her which one is the longest of the two, rather than having her sort them all at once. Different shades to assist in differentiating the two.
Measurement	Sand and seashells	Build sand castles and measure them using seashells, Adaptation: Peer support
Geometry	Sand, sticks	Ask her to point out objects that are certain shapes. Adaptation: Activity simplification (or shapes in the sand by hand or sticks)
Mathematical Reasoning	Sticks, sand dollars	Create a pattern between the sticks and sand dollars and help her figure out which object comes next. Adaptation: Adult support

Math is All Around Us Flyer



Math is All Around Us: Let's Go on a Nature Walk

MEASUREMENT
Title: Not Quite or Just Right
Materials: Different sized sticks
Directions: Find some sticks on your walk in a variety of shapes and sizes. When you get your pile, have your child choose the perfect walking stick that's just right for them.

ALGEBRA AND FUNCTION
Title: Leaves in the Breeze
Materials: Assortment of leaves
As you walk along in nature you'll run into different leaves from trees, bushes, or flowers. Have your child collect different leaves of their liking. Then, sort them in their pockets or backpacks. Talk about the differences in colors, patterns, and textures.

MATHEMATICAL REASONING
Title: Make It Make Sense
Materials: Rocks, Grass, Leaves, and personal items not taken from a nature walk
Directions: Have your child identify patterns, categories, and matching. After your child has created their pattern with the objects above, insert a random personal item. Ask them "If the item belongs or if should it be sorted elsewhere."

NUMBER SENSE
Title: Counting Creepy Crawlies
Materials: Bugs (nonpoisonous and no need to touch unless supervised by an adult)
Directions: Take a break in the grass, on a log by a tree. Have your child count how many bugs they see. You may count with them, if needed.

GEOMETRY
Title: Shape It To You Make It
Materials: Rocks, Grass, Leaves, Sticks (ones collected from Algebra and Function and Measurement)
Directions: Have your child create different shapes or patterns with the materials. Then ask them to create one of their favorite things they see on the walk.



Math is All Around Us: Grocery Store Edition

Number Sense
Title: Picking Apples
Materials: Apples
Directions: Walk along to the apples and ask your child to pick some apples and place them in the basket. Ask, "How many apples do we have?," begin to count the apples together with your child.

Measurement
Title: Let's Compare Weight
Materials: Two different fruits or veggies.
Directions: Grab two different veggies or fruits and ask your child to hold them in their hands. Together figure out which of the two items feel heavier, which feel lighter.

Algebra & Function
Title: Group fruits, Group veggies
Materials: Basket, Veggies, and Fruits
Directions: Take a look at your basket with your child. Ask your child to make two groups, one group of fruits and the other group of veggies.

Geometry
Title: Search for Shapes
Materials: Grocery store items
Directions: Ask your child to look around the store and search for items that resemble shapes. "What looks like a circle?."

Mathematical Reasoning
Title: Let's Think!
Materials: Fruits and Basket
Directions: Begin to think deeper, ask your child to add more fruits to the basket. For example, "I see we have 4 apples, I want 6 apples, how many more do we need to make it 6?."

Language and Literacy “Bookmarks” by Students

Cyril The Lonely Cloud

By Tim Hopgood



Environmental Adaptations



Comfortable Seating

Provide cushions or plush chairs to allow children to sit comfortably while listening to the story.



Thematic Decor

Use decorations that represent the sky, clouds, and other elements related to the book to immerse the children in the story.

Language Adaptation



Language Adaptations

Circuit:

- Spanish: Nube
- French: Nuage
- Mandarin: 云 (Yún)

Journey:

- Spanish: Viaje
- French: Voyage
- Mandarin: 旅程 (Jǐchéng)

CROWD



Completion prompts: “When Cyril felt lonely, he would drift over the...”

Recall Prompts: “Do you remember where Cyril traveled when he wanted company?”

Open-ended prompts: “What other adventures do you think Cyril might have?”

Wh-Prompts: “Why was Cyril searching for company?”
Distancing prompts: “Have you ever felt like you wanted to be part of something bigger, like Cyril?”

<https://www.youtube.com/watch?v=Jl8hoyNE4h0>

timhopgood

-Adaptations

- Language Adaptations

-C.R.O.W.D.

*Inspired by STEMIE Bookmarks

The Adaptations of Momo the Mischievous Monkey by Melissa Carr

YouTube Link

[1] THE GUTTISSIMOUS MONKEY: Stories For Kids in English | TIA & TOU | Bedtime Stories For Kids - YouTube

Material Adaptations

Visual Cues:

Implementation: Use a plush toy of Momo or a monkey figure to represent Momo during the story reading. Additionally, use country flag stickers or magnets to highlight the countries Momo visits.

Tactile Supports:

Implementation: Incorporate tactile experiences such as fabric samples representing Momo's journey: a soft silk for China, a woven textile for Mexico, etc. This will help children connect with the various countries and cultures Momo explores.

Audio Enhancements:

Implementation: Play background sounds relevant to each country Momo visits. For instance, play the bustling sound



Language Adaptations:

“Hello”
 English: Hello
 Spanish: Hola
 French: Bonjour
 Mandarin: 你好 (Nǐ hǎo)

“Banana”
 English: Banana
 Spanish: Plátano
 French: Banane
 Mandarin: 香蕉 (Xiāngjiāo)

C Completion Prompts

“Momo travels to ... and says ...”

R Recall Prompts

“Which country did Momo visit first?”

O Open Ended Prompts

“How do you think Momo felt in France?”

W WH-Prompts

“Why did Momo decide to learn multiple languages?”

D Distancing Prompts

“Have you ever wanted to learn a new language like Momo?”



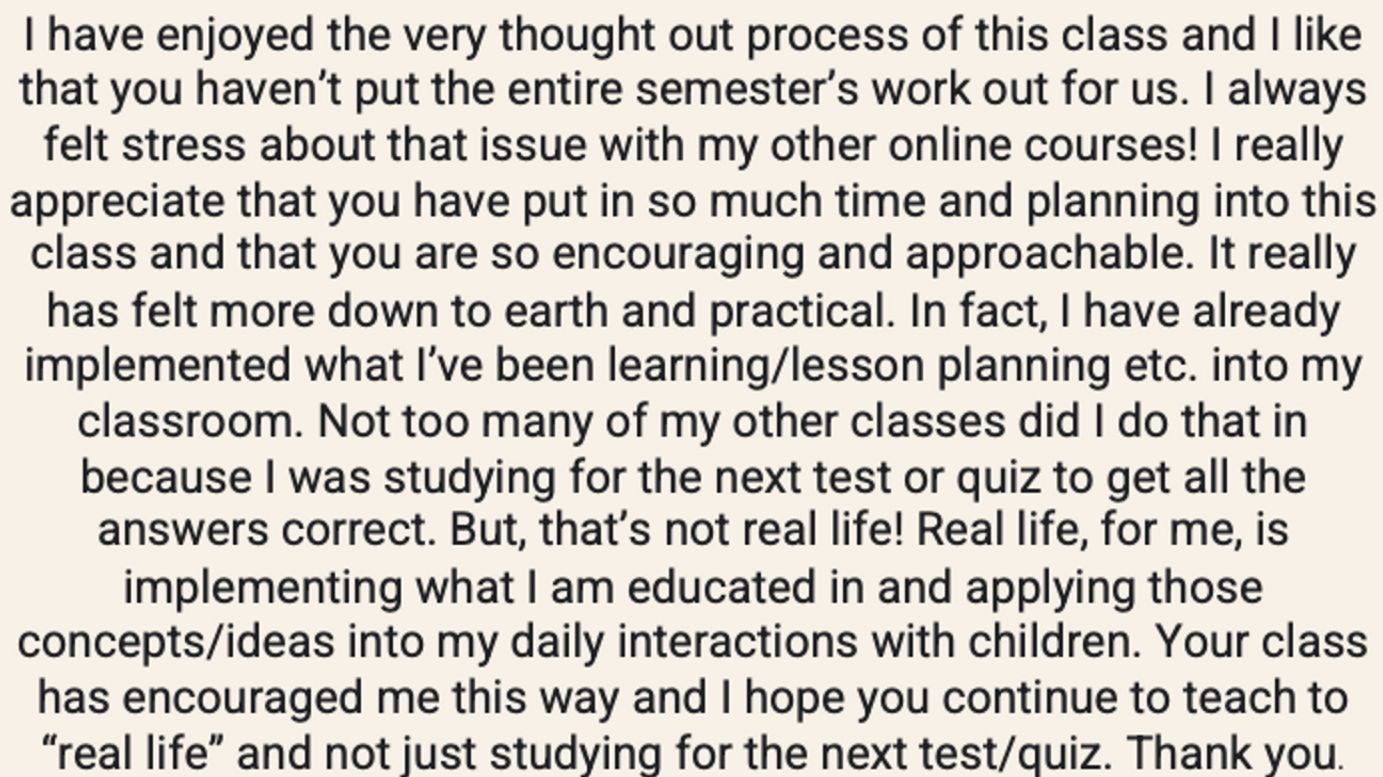
Why do early childhood educators need to be excellent and objective observers and documenters? I think we touched upon this. Why do we need to observe why do we need to document? Why is it important?

So we can properly assess the students for their strengths and how we can help them create new skills and build upon their existing skills.

Quotes from students:



"I mean, educators need to know how to teach by planning, creating activities to reach and connect with the child the needs of the children change, and we have to evolve to understand the children's needs. Being rigid is not a method that will work."

The background features several decorative elements: a large orange star in the upper left, a smaller orange star below it, and another orange star further down. There are also small teal dots scattered around. In the bottom left corner, there is a stylized rainbow with orange, yellow, and teal bands. In the top right and bottom right corners, there are large, abstract, organic shapes in shades of orange and teal.

I have enjoyed the very thought out process of this class and I like that you haven't put the entire semester's work out for us. I always felt stress about that issue with my other online courses! I really appreciate that you have put in so much time and planning into this class and that you are so encouraging and approachable. It really has felt more down to earth and practical. In fact, I have already implemented what I've been learning/lesson planning etc. into my classroom. Not too many of my other classes did I do that in because I was studying for the next test or quiz to get all the answers correct. But, that's not real life! Real life, for me, is implementing what I am educated in and applying those concepts/ideas into my daily interactions with children. Your class has encouraged me this way and I hope you continue to teach to "real life" and not just studying for the next test/quiz. Thank you.



**Discussion -
Reflections &
Recommendations from
PIPELINES1 partners**

Resources

- Natural Resources
- Baby Talk
- Faculty Finds from U of Washington

Sign-Up !! Email-
Camille.Catlett @unc.edu



Discussion -

**How can we best
collaborate with Center
Directors & Staff?**

P2 Process for Broader Dissemination and Improvement





CCCECE
CALIFORNIA COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATORS

PIPELINES2 Sponsored events -

April 5th (Mesa College) & April 26th (Solano College)

**Building Community Connections: Understanding the Values, Practices,
and Priorities of our Students and their Communities**

Focus -

- a) ways we can collect information about the diverse and multi-lingual students and communities we serve, &**
- b) strategies we can use to enhance our course content and practicum activities with culturally responsive and sustaining instruction and assignments.**



Discussion -

**Which college is ready
to start our work
together?**

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

Thank you!

