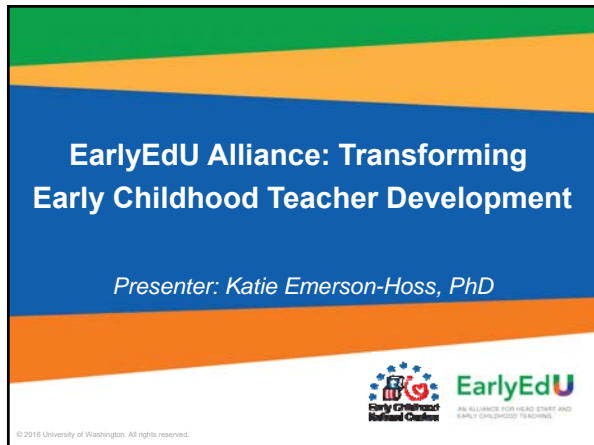




*NCECDTL Innovative Practices
Webinar
January 10, 2017*

 **EarlyEdU**
AN ALLIANCE FOR HEAD START AND
EARLY CHILDHOOD TEACHING

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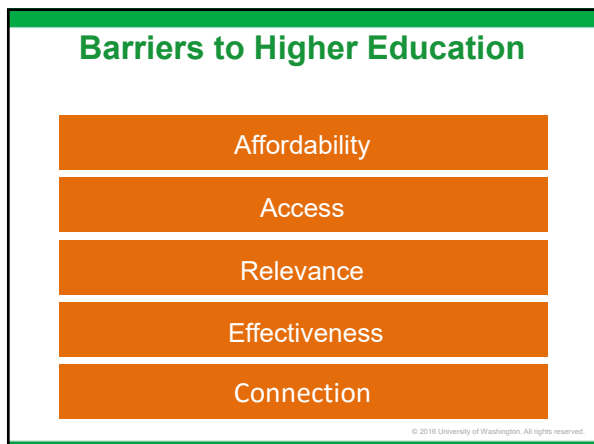


**EarlyEdU Alliance: Transforming
Early Childhood Teacher Development**

Presenter: Katie Emerson-Hoss, PhD

 **EarlyEdU**
AN ALLIANCE FOR HEAD START AND
EARLY CHILDHOOD TEACHING

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Barriers to Higher Education

- Affordability
- Access
- Relevance
- Effectiveness
- Connection

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What Is the EarlyEdU Alliance?

- A national collaborative effort to improve access to affordable and effective bachelor's degrees in early childhood education
- A network of institutions of higher education (IHEs) using innovative and competency-based courses developed exclusively for the EarlyEdU Alliance by national experts in the field of early learning
- State-based teams working together to improve access to affordable, relevant early childhood degrees



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How Did the EarlyEdU Alliance Start?

National Center for Quality Teaching and Learning (NCQTL):

- Funded by the Office of Head Start
- Led by the University of Washington
- Created to develop and disseminate training materials for Head Start teachers and other Early Childhood teachers to improve child outcomes

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How Did the EarlyEdU Alliance Start?

Higher Education Objective:

- Develop innovative competency-based courses for Head Start and other ECE teachers
- Provide courses and Coaching Companion to local IHEs to support effective and relevant bachelor's degree completion
- Build national alliance to improve access to affordable bachelor's degrees in early childhood education

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Poll Question: What is your role?

- State Child Care Administrator
- State Professional Development Leader
- State Collaboration Office staff
- EHS/HS program staff
- Child Care Resource & Referral staff
- Higher education faculty/instructor
- National TA Center staff
- Federal staff

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EarlyEdU Alliance Courses

Foundational

- Applied Child Development*
- Resiliency and Wellness for Educators*
- Becoming a Teacher Leader
- Child Observation and Assessment

Practice-Based

- Positive Behavioral Support for Young Children*
- Cognition and General Knowledge: Science, Math, and Logic and Reasoning*
- Language and Literacy*
- Engaging Interactions and Environments*
- Child Health and Wellbeing
- Learning with Digital Media
- Highly Individualized Teaching and Learning
- Practice-Based Coaching
- Supporting Dual Language Learning

[Course Sampler](#)
[Modules](#)

Capstone

- Intentional Teaching

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EarlyEdU Courses and the Coaching Companion

Online and In-person Courses:

- Full set of course materials including Rich content, Syllabus, Instructor Guides, Assignments, Rubrics, and Handouts.
- All courses use Communities of Reflection and Practice
- Competency-based assignments

EarlyEdU Coaching Companion: An innovative video collaboration tool.

- Used in all EarlyEdU courses
- Can be used with home IHE courses
- 'Play by play' for annotating specific practices

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What Makes EarlyEdU Courses Unique?

- Bridge the gap between theory and practice
- Competency-based assignments
- Extensive real-world examples of teaching practices
- Variety of expert voices
- Video reflection and feedback

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What Are the Advantages of EarlyEdU Courses for Faculty?

Traditional Course:

- Time-intensive preparation
- Limited access to engaging videos of teacher practices

VS.

EarlyEdU Course:

- Complete set of course materials
- More time to coach students
- Embedded high-quality videos

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What Are the Advantages of EarlyEdU Courses for Faculty?

Traditional Course:

- Limited opportunities to observe student teaching

VS.

EarlyEdU Course:

- Ability to observe and facilitate student growth
- Multiple opportunities for faculty and peers to observe and provide feedback on student teaching practices

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What Are the Advantages of EarlyEdU Courses for Students?

Traditional Course:	VS.	EarlyEdU Course:
<ul style="list-style-type: none">• Single "expert" voice• Limited exposure to different teacher practices• Limited opportunity for coaching on practice• Few opportunities to provide feedback on others' practice		<ul style="list-style-type: none">• Various expert lectures• Multiple opportunities to observe different sites, communities, and practices• Practice providing and receiving feedback

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Field Test: Participants

- 110 students enrolled in Early Childhood & Family Studies (ECFS) online BA completion program
- 94% currently working as ECE professionals
 - Family child care
 - Center child care (for-profit, non-profit, faith-based)
 - Military child care
 - Head Start
 - State PreK
- 29% participating in state QRIS

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Intentional Teaching Framework

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FIELD TEST: Engaging Interactions & Environments Course

- Students submit baseline video
- Students “attend” engaging lectures with rich media (**Know**)
- Video reliability (**See**)
- Reflect on their baseline videos (**See & Reflect**)
- Enact the instructional support strategies in their own practice/placements (**Do**)
- Share with their Community of Reflection and Practice (CORPs) (**See & Reflect**)
- Submit final video (**Improve**)


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Baseline


EarlyEdU COACHING COMPANION

HOME • SERVICE LEARNING AND RESEARCH • BRITTANY ALEXANDRA CANIGLIA


Baseline Videos For Brittany Alexandra Caniglia



Baseline Instruction
(Autumn Quarter 13).m4v



Baseline Play Interaction
(Autumn Quarter).m4v



Baseline Video Autumn 13
(Reading with children).m4v

Assignments For Brittany Alexandra Caniglia

Assignment Name	Due Date	Status	Points	Score
Assignment 3.1: Engaging Interactions Video 13	2016-04-26	In Progress	50	0%
Assignment 4.2: Emotional Connection Video 4	2016-05-03	Complete	50	20

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KNOW

Lecture

Lesson 7 Introduction Video (01:41)

Courses delivered asynchronous online

- Lesson 7 Presentation 7-1 (05:47)
- Lesson 7 Presentation 7-1 (PDF)
- Lesson 7 Presentation 7-2 (09:12)
- Lesson 7 Presentation 7-2 (PDF)
- Assignment 7-1: Applied Homework: Planning for Book Reading
- Assignment 7-2: CORP Discussion and Video Portfolio
- Assignment 7-2: CORP Discussion and Video Portfolio

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SEE

Create a New Assignment: Select Assignment Type

- Video Reflection: Instructor-provided Video**
Use this option to have students comment on a video that you will provide. Note that the video for this assignment must be in your library before you can create the assignment. [Click here to upload a video to your library.]
- Video Upload and Reflection
Use this option to have students upload a video showing a particular practice and comment on all videos uploaded by their Community of Reflection and Practice for this assignment.
- Multiple-Choice Video Assignment
Use this option to assign a multiple-choice exercise based on a video you have uploaded. Note that the video for this assignment must be in your library before you can create the assignment. [Click here to upload a video to your library.]
- Video Portfolio
Use this option to define a portfolio for students to store videos produced within the course.

Continue

Create reliability checks "Do you see what I see?"

SEE

Your Own Practice

EarlyEdU COACHING COMPANION

HOME | SERVICES | LEARNING AND ENGAGEMENT | IDENTIFY


Baseline Videos For Brittany

- Baseline Instruction (Autumn Quarter 13).m4v
- Baseline Play Interaction (Autumn Quarter).m4v
- Baseline Video: Autumn 13 (Reading with children).m4v

Assignments For Brittany

Assignment Name	Due Date	Status	Points	Score
Assignment 3-3: Engaging Interactions Video 0	2014-04-26	In Progress	32	26
Assignment 4-2: Emotional Connection Video A	2014-03-03	Complete	30	26

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Reflection on Baseline

Explanation:

I really need to ask more open-ended questions and wait for children's answers. I find that I will ask a question and then answer it for them. I feel I also need to use more words. I tend to use a lot of one word comments, instead of explaining what is happening or asking the children what is happening. I have a lot to learn. I really need to work on encouraging the children to think. I did not see much comparing or categorizing/or making predictions. I did bring up that we saw butterflies in two different books and looked at them. I could have asked, "How are they the same? And "How are they different?" But I didn't think to do that. To be completely honest, I don't think I personally "think critically" enough myself. I don't think I was brought up that way, so I have to work hard now to think to ask the children to "think." I do see how wonderful it is to get them thinking. It opens up the world. It helps them learn and grow. I want to get better at it. I know I won't become perfect at it over night, but I will be trying each day to improve.
—Patricia

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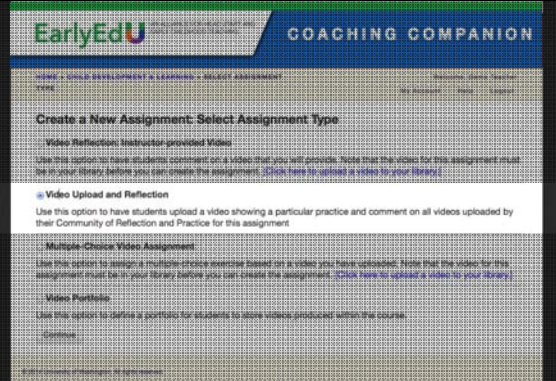


Student Reflection on Baseline

Reflection:

I am **surprised**, a little **disappointed**, and **perplexed** ;) even for the lack of emotional vocabulary words I used in my baseline videos. As I watched each video I noticed many engaging conversations and positive interactions but a lot of missed opportunities where I could have added emotional vocabulary to the conversation. I found that I was often encouraging and hugging the children but I didn't say "You are feeling happy today" or "You are feeling a little discouraged." This exercise definitely opens my eyes to see where my weakness is. I actually thought I was using emotional vocabulary frequently, but after watching my baseline videos, I realize that I need to be more intentional in labeling emotions to help children identify and learn more emotional vocabulary. And because I absolutely could not leave my chart blank, I watched the videos again and looked for opportunities that I could have used emotional vocabulary.

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EarlyEdU COACHING COMPANION

HOME • CHILD DEVELOPMENT & LEARNING • SELECT ASSIGNMENT

Create a New Assignment: Select Assignment Type

- Video Reflection: Instructor-provided Video**
Use this option to have students comment on a video that you will provide. Note that the video for this assignment must be in your library before you can create the assignment. [Click here to upload a video to your library.](#)
- Video Upload and Reflection**
Use this option to have students upload a video showing a particular practice and comment on all videos uploaded by their Community of Reflection and Practice for this assignment.
- Multiple Choice Video Assignment**
Use this option to assign a multiple choice exercise based on a video you have uploaded. Note that the video for this assignment must be in your library before you can create the assignment. [Click here to upload a video to your library.](#)
- Video Portfolio**
Use this option to define a portfolio for students to store videos produced within the course.


[Continue](#)

Next Entry From Course >

DO

Tiffany Video Videos From Tiffany CORP Instructions

novel words book_eng



Uploaded by Tiffany, 2014-03-01, 10:43 AM

Comments

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EarlyEdU AN ALLIANCE FOR HEAD START AND EARLY CHILDHOOD TEACHING COACHING COMPANION

HOME > SERVICE LEARNING AND RESEARCH II WELCOME, GAIL JOSEPH Help | Logout

Video Assignments Students Communities of Reflection and Practice

Create Community of Reflection and Practice

Name	Members	
CORP 1	Anita Louise McHarg, Sara Nicole Priest, Katerina Marie Musch	Edit Delete
CORP 2	Jamie Lorraine Rice, Grace Ingram, Natalie Mae Johnston, Sandra Elizabeth James	Edit Delete
CORP 3	Traci A Carvalho-Mattos, Jana Kaye Kreindel, Jeri May Zaffran, Jessica Leigh Straus	Edit Delete
CORP 4	Katie Elise Shibale, Erica Danielle Weir, Rebecca Ann Androes	Edit Delete

REFLECT

Uploaded by Tiffany, 2014-03-01, 10:43 AM

Comments

Add New Comment

- From: Anita, 2014-03-02, 05:49 PM
That is so cool that a student used the novel word later, in correct context with her father later in the day-- this is the stuff we live for!
- From: Ruth, 2014-03-02, 02:10 PM
I like the way you compare other things with the novel words. It helped them relate to the word.
- From: Kelli, 2014-03-01, 07:13 PM
I noticed my students asking me about words in the book I read after I stopped to explain one! Now every time I read atleast 1 or 2 kids stop me throughout the book with questions. Its great!
- From: Tiffany, 2014-03-01, 10:50 AM
In this video I used the book that I used for the applied homework assignment. After I stopped and talked with them about the word towering they asked me several questions about other words through out the book that they did not know. I really enjoyed this new line of conversation and it was fun to see the excitement they had for the new words they picked out and learned about. The best part was when one of the parents picked up the child looked up at her dad and said, "Dad you really tower of me." He laughed so hard and was so proud of her which is why I choose this clip.

Instructor/Coach Feedback

Positive observation

Connections to course work

In both videos, you demonstrate many of the elements of this practice to varying degrees- social conversation, key follow-up questions, responsive tone of voice, matching affect, proximity, joining in activities, and providing verbal affirmation. **This is especially true in Video B- you embody the practice faithfully.** The isolated practice of "establishing an emotional connection" is really about getting to know a child- here's a quote from the lesson: *"Establishing an Emotional Connection is a critical first step toward building a relationship with a child. When you establish an emotional connection, you are communicating to the child that you are interested in getting to know them as a person. Have frequent social conversations with children about their personal life and maybe share something from yours, or do this while you are sewing. The questions you ask here revolve around "quizzing" them on facts- numbers, colors, etc. It is certainly appropriate (and desirable) to have multiple goals and implement multiple practices at once. To promote cognitive development with more open ended questions would be good, you are promoting fine motor skills with the activity- excellent!- and building an emotional connection by asking some "getting to know you" kinds of conversations. What is your favorite color here? (instead of simply asking "What color socks are you wearing?") then follow up- "My favorite color is blue! Look, I'm even wearing blue socks today! What color socks are you wearing? you know you could sew socks, just like you are sewing right now! etc; (with pauses between questions! :) any demonstrate that they feel comfortable with you and have an emotional connection."*

Suggestion for improvement

Encouraging end!

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Peer Commenting Progression in 3 Months

From: Traci, 2014-01-25, 12:24 a.m.
I liked how the other boy was offering help and quietly started to help his friend sort. I also noticed him doing a lot of self-talking. Good work!

From: Traci, 2014-04-25, 10:26 p.m.
This is a good example of an engaging interaction. I like the way you asked her "How are we going to take care of our ponies?" She had some good ideas and I liked how she got up and got the barn too. You might want to show more matched affect when she gets happy or excited, also it looks like the little boy in the video was trying to get involved, you might want to acknowledge the other things that are going around as well. I know it gets tricky when we are trying to film but try to make it as real as possible even if you have to stop your conversation with the little girl to acknowledge the other children. Good job, thanks for sharing.

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Peer Commenting Progression in 3 Months

From: Marlize, 2014-01-25, 11:22 AM
This is a great activity! He was so involved and interested in the task of sorting!

From: Marlize, 2014-04-27, 10:24 PM
Kelsie, the children seem to be very engaged in the activity. I can only assume that they have done this activity before and they know the rules of it. The little girl seems to be pondering or not as engaged in the activity as the boys. When you started on the next word she was still drawing a picture of her mom. What do you think about giving them a 1 minute or 2 minute warning before moving onto the next word? That way they know that they have to draw their picture or just move on to the next word. I like how you are doing this activity in a small group that way you can focus on the three children to take notes or see where they need help etc. Great activity too!

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Field Test: Resiliency and Wellness

Randomized block controlled study with pre-post measurement indicated that teachers who participated in the online course experienced significantly better outcomes than a control group including:

- reductions in job-related stress,
- improvements in teaching self-efficacy, and
- stronger intentions to implement evidence-based classroom practices.

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Field Test: Student Feedback (n=110)

- 92% retention rate
- 98% feel that the coursework is relevant to their desired career in early learning
- 99% feel that the coursework is exciting and challenging
- 76% feel connected to other students
- 80% feel connected to students in CORP

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National Pilot Faculty Feedback

Positive Feedback

- High-quality content and design
- Focus on practical strategies beneficial, especially for students already working in the field
- Varied and numerous resources appreciated
- Excellent videos of exemplary teaching practices
- Lecture videos in online courses make courses more engaging by simulating in-person classroom experience
- CORP assignments effective once students became comfortable with critiquing their peers' work

Sources: Faculty interviews, surveys, and focus groups

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Pilot Faculty Voices

The content was absolutely fabulous! Students really liked the videos, especially appreciated the classroom scenes because it made it more real to them and their experiences.

The entire concept of reviewing, planning, practicing and reflecting on the content and knowledge from the course is absolutely intriguing.

I really appreciate the format of students applying the information immediately and reflecting upon what they learned.

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Pilot Faculty Voices

One of my students was a director of a local program. She was so impressed with the content and information that she has been sharing it with her staff.

I am always a big fan of discussions, and I appreciate how the discussion questions addressed what they were doing in the classroom.

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Pilot Faculty Voices

EarlyEdU is producing high quality products that are serving to provide a shared standard of quality; the content is rigorous and the assessment of student knowledge is well developed.

As we are attempting to create more reflective practitioners, the format and content were outstanding

The technology and professional development for faculty in on-line teaching has been remarkably helpful.

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Faculty and IHE State Innovations

- Local champions for EarlyEdU are conducting statewide presentations on their current and future work with the Alliance.
- Member faculty are submitting proposals for state wide professional conferences highlighting their innovative teaching using EarlyEdU materials.
- Member IHEs are developing degree pathways through two- and four-year IHE partnerships (2+2) and using EarlyEdU courses for common transferable courses.
- A member IHE is conducting research on Practice-Based Coaching with student and mentor teachers.

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State Innovations

- Making EarlyEdU courses transferable statewide
- Piloting the delivery of courses through state PD systems with local IHEs conferring credits
- Inviting EarlyEdU to participate in Early Childhood Workforce meetings, co-planning webinars for early childhood faculty, and presenting at state wide conferences

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Where Is the EarlyEdU Alliance Now?

- Developing new online courses
- Redeveloping select courses for birth to 8
- Scaling up the EarlyEdU Coaching Companion
- Reaching out to High-Priority Partners (tribal colleges, HBCUs, HSIs)
- Secured funding to keep it free for members through 2020
- Finished first national pilot and CA cohort in June 2016
- Launched a new national pilot in August 2016

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What Does Membership in the EarlyEdU Alliance Offer?

- Seven online and fifteen in-person courses developed by national experts in early learning
- EarlyEdU Coaching Companion
- A self-paced online course about effective online teaching and the EarlyEdU approach
- A national community of early childhood scholars and experts
- Annual EarlyEdU Institute for Faculty and State Teams

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Who Are the Alliance Members?

In 18 states across the country...

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In 18 states across the country...



In California Thanks to First Five

- Brandman University
- Cal Poly Pomona
- Cañada College, San Mateo Community College District
- Chabot College
- City College of San Francisco
- College of the Desert
- CSU Channel Islands
- CSU Fullerton
- De Anza College
- Fresno Pacific University
- Merritt College
- San Bernardino Valley College
- San Francisco State University
- San Joaquin Delta College
- San Jose State University
- Skyline College, San Mateo Community College District
- UC Berkeley
- UC Riverside
- UCR Extensions
- Yuba College

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National Pilot Members



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Where Do We Go from Here?

For IHEs: Consider if becoming an Alliance member is right for you.

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For Faculty and IHEs

- Are my students early childhood teachers who are working towards bachelor's degree completion?
- Do my students have access to early learning field sites where they can complete video assignments?
- Are my students and I willing and able to use video to give and get high-quality feedback about their teaching practices?

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For Faculty and IHEs

- Am I interested in using competency-based assignments to help my students improve their teaching practices?
- If you teach at a community college: Do my students have a clear pathway to completion of their bachelor's degree?

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Where Do We Go from Here?

For State-Based Teams:
Consider what your leverage points are.

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For State-Based Teams

- What colleges and universities play an important role in educating my state's early childhood workforce?
- What colleges and universities in my state serve working early childhood teachers who are trying to complete their bachelor's degrees?
- What community colleges in my state have articulation agreements with 4-year institutions where students can earn bachelor's degrees in early childhood education?

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For State-Based Teams

- What higher education programs in my state are interested in competency-based coursework that gives current and future teachers experience with evidence-based teaching practices?
- What local or state-wide organizations could partner with and support institutions belonging to the EarlyEdU Alliance™?
- Are there any colleges or universities that could offer credit for an EarlyEdU course delivered by my state?

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Where Do We Go from Here?

For EHS and HS directors, education managers, professional developers:
 Consider how you can leverage EarlyEdU Alliance for the teachers in your program.

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For HS/EHS and PD

- Are there IHEs that are serving or could be serving your teachers now?
- Do you have a cohort of teachers who need to get Bachelor degrees?
- Is there a mechanism in your state or region whereby teachers could take a classes and have an IHE confer credit?

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Where Do We Go from Here?

IHEs: Sign [MOA](#) to join the Alliance

State/Community Stakeholder: Join the Alliance, identify strategies for leveraging EarlyEdU Alliance resources

HS/EHS/PD:

- Work with HS Collaboration director to bring stakeholders together
- Identify potential IHEs and send fact sheet, start dialog
- Identify participating IHEs and enroll teachers, develop partnerships for field work
- Use Coaching Companion

Visit the EarlyEdU Alliance website to learn more: www.earlyedualliance.org

Email info@earlyedualliance.org for more information

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Thank You

