ABOUT THE EARLYEDU ALLIANCE

The EarlyEdU Alliance® is a collaboration of early childhood experts and stakeholders—from higher education, government agencies, and community organizations—working to meet the need for high quality college degree programs that are accessible, affordable, and relevant for current and prospective early learning professionals. In its effort to meet this need, the EarlyEdU Alliance has developed in-person and online higher education courses and also maintains a large repository of professional development resources, including the Coaching Companion,™ a video sharing and coaching feedback app, that enables students and instructors to engage in dialogue via a virtual community of practice. The EarlyEdU Alliance is committed to supporting and transforming the early learning workforce, its leaders, and its training providers.

An intentional teaching framework—Know-See-Do-Reflect-Improve—underlays EarlyEdU coursework and professional development resources. EarlyEdU products and resources are informed by current research, incorporate video in a variety of ways, and promote active learning through early childhood examples and practice in authentic early childhood settings.
HISTORICAL CONTEXT

The resources and materials included in this catalog represent a decades-long effort to support early learning professionals. The EarlyEdU Alliance, in its current iteration, is a result of the work of a number of Centers and the outcome of a variety of initiatives.

The Head Start Center for Inclusion (HSCI) was funded by the Office of Head Start in the early 2000’s. HSCI created materials and provided technical assistance to Head Start programs and their Disabilities Coordinators. The goal was to help programs include children with disabilities and other special needs, and to help them thrive and learn.

Cultivate Learning (formerly the Childcare Quality & Early Learning Center for Research and Professional Development (CQEL)) plays a critical role in efforts to improve the quality of early care and education in Washington State and beyond. In Washington State, CQEL conducted the 2010-2011 Quality Rating and Improvement System (QRIS) Seeds to Success pilot in partnership with the Washington State Department of Early Learning and Thrive by Five Washington. The information gathered and analyzed in this pilot was used by researchers to develop the Early Achievers Standards, Washington State’s Quality Rating and Improvement System, which began in July of 2012. Cultivate Learning is currently engaged by the Washington State Department of Early Learning to serve multiple functions within the Early Achievers QRIS system including:

• Conducting ratings of participating childcare and early learning programs using the Washington State Standards.

• Providing training and support on research-based measures such as the Classroom Assessment Scoring System (CLASS) and Environmental Rating Scales (ERS).

• Providing training and support on the Early Achievers Coach Framework to the coaches of Child Care Aware Washington, who provide coaching to Early Achievers participants following their quality rating.

The National Center on Quality Teaching and Learning (NCQTL) was funded by the Office of Head Start from 2010-2015. NCQTL infused the Training and Technical Assistance (T/TA) system that serves Head Start with evidence-based teaching and learning practices that support child development, school readiness, and positive outcomes for all children. NCQTL created a substantial inventory of materials and training methods that have successfully moved research into usable practices by the workforce. The NCQTL team included early childhood specialists, faculty, and researchers from across the nation. NCQTL products have been praised for their consistent quality, accessible and innovative delivery methods, and facile integration into professional development strategies. Many of these products are found on Head Start’s Early Childhood Learning and Knowledge Center (ECLKC).

The EarlyEdU Alliance, formed in 2016, grew out of our NCQTL work and specifically our aim to improve higher education opportunities for Head Start teachers and others in the early learning workforce. While much of our focus
has been the creation of in-person and online college courses and the transformation of early childhood teacher preparation, we continue to develop professional development materials that can be used to enhance the knowledge and skills of early childhood teachers in their own classrooms and programs. These resources enhance the toolkits of training providers.

Many of the EarlyEdU resources are organized around the House framework. The House framework supports school readiness and positive outcomes for all children. The components of the House are: the foundation of effective and engaging interactions and environments; the pillars representing research-based curricula and effective teaching practices, and ongoing child assessment; and, the roof representing highly individualized teaching and learning. We have expanded the House framework to include families, transition to kindergarten, practice-based coaching, and additional important components. The House framework has its origins in Building Blocks for Teaching Preschoolers with Special Needs (Sandall, Schwartz, Joseph et al., 2002, 2008) and other frameworks (e.g., Teaching Pyramid) that offer a tiered perspective for addressing the important components of early childhood programs and methods for meeting the needs of children and families. Further, the strong foundation on which the House sits is rooted in the Classroom Assessment Scoring System™ (CLASS™) as well as research on the important elements of high quality early childhood programs and adult-child interactions.

PURPOSE OF THE CATALOG

This catalog presents a comprehensive inventory of the products and resources developed by the EarlyEdU Alliance and our associated Centers and initiatives. Each entry includes a brief description and direction for locating the resources. The catalog is updated periodically. In addition, users are encouraged to suggest topics and formats for new resources.

ACKNOWLEDGMENTS

The resources in this catalog are anchored in the work of a number of partners and collaborators who contributed their expertise to the success of the Head Start Center for Inclusion, the Childcare Quality & Early Learning Center for Research and Professional Development, the National Center on Quality Teaching and Learning, and the EarlyEdU Alliance. We thank the University of Washington, University of Virginia, Vanderbilt University, University of Illinois at Urbana-Champaign, University of Florida, University of South Florida, University of Colorado Boulder, University of Wisconsin – Milwaukee, Stanford Research Institute, the National Center on Early Childhood Development, Teaching and Learning, and the National Center on Parent, Family, and Community Engagement.

Generous financial support from the Bill & Melinda Gates Foundation and the Office of Head Start, allow us to make EarlyEdU courses and professional development resources available at no cost to consumers.
PROFESSIONAL DEVELOPMENT RESOURCES

COURSEWORK
Semester-long courses include all components needed for teaching a college-level course. Course material may be appropriate for community college or four-year colleges depending on the program of study. Most courses use the Coaching Companion, a video sharing and coaching platform that supports competency-based assignments and learning opportunities and enables students and instructors to engage in dialogue via a virtual community of practice.

Online Courses
Online versions of courses are designed to be used in Canvas and other Learning Management Systems. Courses are delivered asynchronously. An online course that orients instructors to online teaching as well as the EarlyEdU approach is also available.

- Applied Child Development
- Child Development: Brain Building
- Child Observation and Assessment
- Cognition and General Knowledge: Science, Math, and Logic and Reasoning
- Engaging Interactions and Environments
- Positive Behavior Support for Young Children
- Resiliency and Wellness for Educators
- Supporting Language and Literacy Development in Preschool

In-Person Courses
In-person versions of our courses are intended to be used by a local instructor who meets with students face-to-face at regularly schedule times. The course materials may be adjusted to meet a variety of scheduling demands (e.g. once a week, three times a week).

- Applied Child Development
- Becoming a Teacher Leader
- Child Development: Brain Building
- Child Observation and Assessment
- Children’s Health and Well-Being
- Cognition and General Knowledge: Science, Math, and Logic and Reasoning
- Engaging Interactions and Environments
- Executive Function and Approaches to Learning
- Highly Individualized Teaching and Learning
- Intentional Teaching
- Learning with Digital Media in Early Learning
- Positive Behavioral Support for Young Children
• Practice-Based Coaching
• Resiliency and Wellness for Educators
• Supporting Dual Language Learners
• Supporting Language and Literacy Development in Preschool

Courses include:
• Syllabus
• Learning objectives
• Schedule of sessions and content
• Course content
• Embedded video of teaching practices in action
• Embedded video of experts on course topics
• Competency-based assignments and grading rubrics
• Video reflection and feedback
• Recommended readings

In addition, online courses include mini-presentations of the content with accompanying learning activities and knowledge checks.

EARLYEDU COACHING COMPANION
The Coaching Companion, an integral part of the EarlyEdU Alliance approach, is a video sharing and coaching platform. Recent research on workforce development underscores the necessity of competency-based preparation and accountability of effectiveness. With the Coaching Companion, students are able to refine their teaching practices throughout their college coursework and instructors can assess the effectiveness of their courses in preparing students for early learning settings.

How It Works
Students film themselves working with young children, upload their videos, and use the Coaching Companion’s annotation features to comment and reflect on their practice. Instructors watch their students’ videos, provide feedback, and observe their students’ growth as early learning teachers. The Communities of Reflection and Practice (CORP) feature allows students to watch one another’s videos, provide feedback to their peers, and develop the coaching skills needed by early learning professionals. Used in conjunction with EarlyEdU course materials, the Coaching Companion enables faculty to focus their time on observing student performance and giving quality feedback.
Instructors

- Upload exemplar videos for assignments that develop students’ observation and feedback skills.
- Create assignments and rubrics where students use video to practice and reflect on specific teaching practices.
- Provide targeted feedback to individual students, modeling how to give coach quality feedback.
- Engage in ongoing dialogue with students about teaching practices through CORP groups.

Students

- Improve their skills in observation by watching videos of specific teaching practices.
- Receive individualized feedback from their instructors to help them refine their teaching.
- Work toward mastery of effective teaching practices.
- Develop their skills in giving feedback by watching and commenting on one another’s videos in CORP groups.

Most EarlyEdU courses include Coaching Companion assignments. Alliance faculty can also use the Coaching Companion with any of their own courses that include field experience.

Participants in Coaching Companion need a computer with basic video editing software; a digital video camera, smartphone, or tablet with video capability; and internet access. The Alliance provides tech support to faculty and students.

The Coaching Companion is secure and FERPA-compliant.

The Alliance is developing a version of the Coaching Companion that states can use with their early learning workforce.

MODULES AND MORE

The Modules and More section of the EarlyEdU Alliance website highlights key resources from the EarlyEdU Alliance as well as resources from our other participating Centers and initiatives. These highlighted resources are posted for one month. The resources remain available to Alliance members on the members page. www.earlyedualliance.org/modules-and-more/

Webinar Series

Each month a 30-minute webinar highlights EarlyEdU Alliance activities and resources, explores a topic from the EarlyEdU Alliance’s rich video library, shares an Alliance member’s current work, takes a deeper look into the EarlyEdU Coaching Companion, reviews alignment of course competencies, and discusses ways to meaningfully leverage EarlyEdU Alliance resources. Webinars start at 10:00 a.m. PT/1:00 p.m. ET.
EarlyEdU Modules

Modules may be used within an instructor’s own course, or as part of a workshop or other professional development activity. Modules include a PowerPoint presentation with embedded video, presentation notes, tips, tools and helpful resources. Four modules are available:

- Emotional Literacy
- Building Skills in Two Languages
- Using Interactive Media in Early Learning
- Mindfulness: A Resilience Practice

For information on the EarlyEdU Alliance, email info@earlyedualliance.org
PROFESSIONAL DEVELOPMENT RESOURCES

ENGAGING INTERACTIONS AND ENVIRONMENTS

15-Minute In-Service Suites

Each of these professional development suites is organized around a single big idea. The 15-minute version includes a highlight video, tips and resources. A more comprehensive version includes a PowerPoint presentation (with embedded video), presentation notes, learning activities, tips, tools and helpful resources. These suites are organized around the House framework. All suites focus on the preschool years. Some suites include additional slides and notes focused on infants and toddlers, and dual language learners. Suites are also available in Spanish. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

SOCIAL AND EMOTIONAL SUPPORT

- Building Relationships
  - Fostering Connections
  - Being Aware of Children’s Needs
  - Creating a Caring Community
- Interest-Based Learning
  - Giving Children Responsibilities
  - Following Children’s Lead

WELL-ORGANIZED CLASSROOMS

- Managing the Classroom
  - Classroom Transitions
  - Schedules and Routines
  - Materials to Support Learning
  - Designing Environments
- Behavior Guidance
  - Stating Behavioral Expectations
  - Creating Classroom Rules
  - Redirecting Behavior
  - Problem-Solving in the Moment
- Staffing
  - Zoning to Maximize Learning
  - Teacher-to-Teacher Talk

INSTRUCTIONAL INTERACTIONS

- Engaging Interactions
  - Fostering Children’s Thinking Skills
  - Providing Feedback
  - Focusing Children on Learning Goals
  - Scaffolding Children’s Learning
  - Making Learning Meaningful
  - Using the Scientific Method
- Language Modeling and Conversations
  - Engaging Children in Conversations
  - Thick and Thin Conversations
  - Asking Questions
  - Expansions
  - Novel Words

National Center on Quality Teaching and Learning
(Click on Topics.)
eclkc.ohs.acf.hhs.gov
CLASS™ Brief: Understanding and Using CLASS for Program Improvement

The Classroom Assessment Scoring System (CLASS) is a benchmark for quality in early learning programs. This document addresses three main questions: what do the CLASS results mean; what are the different ways the CLASS results can be used; and how should the CLASS results be reported and shared.


Crosswalk of NCQTL In-Service Suites with the CLASS™

This chart shows how the teaching practices in the NCQTL Engaging Interactions and Environments in-service suites connect with the domains and dimensions of the CLASS. Early learning programs can use this tool in planning professional development activities.


RESEARCH-BASED CURRICULA AND TEACHING PRACTICES

Choosing a Preschool Curriculum

This guide was designed to help programs make informed decisions when choosing a preschool curriculum, and help them ensure that the components for a successful, high-quality implementation are in place.

https://eclkc.ohs.acf.hhs.gov/curriculum/article/choosing-preschool-curriculum

Preschool Curriculum Consumer Reports

Early Learning programs can use these reports to find information and guidance that will help them select high-quality, research-based, comprehensive preschool curricula that best fit the strengths and needs of the children and teachers in their programs.

https://eclkc.ohs.acf.hhs.gov/curriculum/article/choosing-preschool-curriculum

Preschool Curriculum Consumer Report

- Language and Literacy Preschool Curriculum Consumer Report
- Mathematics Preschool Curriculum Consumer Report
- Social Emotional Preschool Curriculum Consumer Report

Toolkits for Teaching

These webpages on the ECLKC are a collection of many of the most useful professional development activities and resources for individuals or groups. They are organized into four sections: Know, See, Do, and Improve. They can be used to enhance a quality curriculum that offers clear content, well-designed learning activities, and a research-supported scope and sequence.

ONGOING CHILD ASSESSMENT

15-Minute In-Service Suites

Each of these professional development suites is organized around a single big idea. The 15-minute version includes a highlight video, tips and resources. A more comprehensive version includes a PowerPoint presentation (with embedded video), presentation notes, learning activities, tips, tools and helpful resources. These suites are organized around the House framework. All suites focus on the preschool years. Some suites include additional slides and notes focused on infants and toddlers, and dual language learners. Suites are also available in Spanish. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

PREPARING FOR ASSESSMENT
• Planning for Assessment

COLLECTING AND USING INFORMATION
• Collecting and Using Anecdotal Records
• Collecting and Using Work Samples
• Collecting and Using Video
• Using Checklists

INTERPRETING INFORMATION
• Using Data to Inform Teaching

STRENGTHENING YOUR PROGRAM
• Administrative Support
• Partnering with Families
• Children with Disabilities

HIGHLY INDIVIDUALIZED TEACHING AND LEARNING

15-Minute In-Service Suites

Each of these professional development suites is organized around a single big idea. The 15-minute version includes a highlight video, tips and resources. A more comprehensive version includes a PowerPoint presentation (with embedded video), presentation notes, learning activities, tips, tools and helpful resources. These suites are organized around the House framework. All suites focus on the preschool years. Some suites include additional slides and notes focused on infants and toddlers, and dual language learners. Suites are also available in Spanish. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

CURRICULUM MODIFICATIONS
• An Introduction
• Environmental Support
• Materials Adaptation
• Activity Simplification
• Child Preferences
• Special Equipment
• Adult Support
• Peer Support
• Invisible Support
• Putting it Into Action

EMBEDDED LEARNING
• Break it Down: Turning Goals into Everyday Teaching Opportunities
• Activity Matrix: Organizing Learning Throughout the Day
• The Teaching Loop
VOICES FROM THE FIELD

Disabilities Dialogue Webinar
Guest experts share information especially for those who provide services to children with disabilities and their families. The recorded presentations and related resources are available. https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/disabilities-dialogue

Front Porch Series
National experts share current research in early childhood education, and present practical applications for those findings. The recorded presentations, Q&A transcripts, and related resources are available. https://eclkc.ohs.acf.hhs.gov/school-readiness/article/front-porch-broadcast-series

Teacher Time
This live/recorded broadcast focuses on the daily joys and challenges of teaching. Guest experts and Head Start teachers share teaching practices and supporting research, creative classroom activities, behavior management tips, and resiliency and wellness ideas for busy preschool teachers. Archives are available. https://eclkc.ohs.acf.hhs.gov/school-readiness/teacher-time-series/introduction

TRANSITION TO KINDERGARTEN

Transition to Kindergarten Summit Guide
These materials are designed for personnel who are leading efforts for a smooth transition between preschool and kindergarten. There is a Transition and Alignment Summit Guide, a PowerPoint presentation, supporting handouts, an activity calendar for teachers, an activity calendar for families, and a brief for school district personnel. https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten

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. https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc
Fact Sheets
• PBC at a Glance
• Practice-Based Coaching
• What Do We Know About Coaching?
• Top 10 Tips for Coaches
• Teachers Learning & Collaborating
• Implementing Practice-Based Coaching: Considering Systems Implications

Guides
• Program Leaders’ Guide to Practice-Based Coaching
• Practice-Based Coaching: Collaborative Coaching Partnerships
• Component 1: Shared Goals and Action Planning

Videos
• Component 2: Focused Observation
• Component 3: Reflection and Feedback
• Practice-Based Coaching: Reciprocal Peer
• Practice-Based Coaching: Self-Coaching
• Using Video to Improve Teaching and Learning

AMERICAN INDIAN AND ALASKA NATIVE (AIAN) RESOURCES

15-Minute In-Service Suites
Each of these professional development suites is organized around a single big idea. The 15-minute version includes a highlight video, tips and resources. A more comprehensive version includes a PowerPoint presentation (with embedded video), presentation notes, learning activities, tips, tools and helpful resources. These suites are organized around the House framework.

Twelve in-service suites are adapted especially for use in AIAN programs. They include the Building a Solid Foundation suite and selected suites from the Engaging Interactions, Language Modeling and Conversations, and Managing the Classroom series. On the ECLKC website, click the blue Engaging Interactions and Environments bar and look for the asterisk next to the title of each suite. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html
PROFESSIONAL DEVELOPMENT RESOURCES

COACHING
Cultivate Learning developed the WA State Early Achievers Coach Model by combining three Practice-Based Coaching Processes (shared goal setting, focused observation, feedback and reflection) with three guiding principles (Resilience, Cultural Competence, Parallel Process) to create a holistic coaching approach that supports adult learning, practice, and confidence.
http://cultivatelearning.uw.edu/coaching/

Resources on several topics are available including:

- Adult resilience
- Sample Goals, Action Plans and Handouts
- Webinars

FOR KINDERGARTEN TEACHERS
Click on Professional Development Packages, then Assessment.
https://cultivatelearning.webdamdb.com/bp/#/

- Collecting and Using Anecdotal Records
- Using Checklists
- Using Video
- Work Samples

TRAINING MATERIALS
Find training materials by clicking on Professional Development Packages. Topics include, assessment, individualized teaching and learning, language modeling and conversation, Positive Behavior Support, supporting cognition, and supporting social emotional development.
https://cultivatelearning.webdamdb.com/bp/#/
PROFESSIONAL DEVELOPMENT RESOURCES

IN-SERVICE SUITES
Each in-service suite includes a video presentation and downloadable PowerPoint slides. Suites are designed to be used at staff meetings or other ongoing professional development opportunities. [http://headstartinclusion.org/15min-inclusion-overview](http://headstartinclusion.org/15min-inclusion-overview)

- Early Literacy: Embedding Families’ Funds of Knowledge, Daily Routines, and Activities in Their Children’s Early Learning Opportunities Across Home and Preschool Contexts
- Early Literacy: Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities
- Early Literacy: Supporting Early Literacy Through Universal Design & Assistive Technology
- Zoning
- IEP Basics
- Inclusion Basics: Membership

CLASSROOM VISUALS AND SUPPORTS
A library of commonly used pictures and visual supports are available to help teach and support all students. Support materials span a spectrum of concepts from toys and art materials to daily schedule pictures, even problem solving pictures and classroom certificates. [http://headstartinclusion.org/teacher-tools#visual](http://headstartinclusion.org/teacher-tools#visual)

- Activities
- Art Materials
- Block Building Ideas
- Circle Time
- Classroom Certificates
- Classroom Expectations
- Classroom Jobs
- Classroom Materials
- Daily Schedule
- Directions
- Dragon Brain
- Emotions
- Emotion Regulation
- Friendship Kit
- Food and Meals
- Meal Talks
- Problem-Solving
- Social Skills
- Transitions
- Voice Volume Chart
- And more!
HSCI COMMUNITY BOOK GROUP
Children’s books are included that address such topics as disability, difference, and inclusion in a child-friendly and accessible way. Use these books during story time or recommend them to families who want to begin talking about these topics at home.
http://headstartinclusion.org/book-group

MODULES
Modules include narrated PowerPoint presentations, video clips, tips, tools, worksheets and practice activities. http://headstartinclusion.org/modules-overview
• HSCI Framework
• Assessing and Strengthening the Foundation
• Curriculum Modifications and Adaptations
• Planned Instructional Sequence
• Embedded Learning Opportunities
• IEP Training

BROADCAST CALLS
Broadcast Calls offer recorded presentations that include slides, embedded video, and photos.
http://headstartinclusion.org/tta-providers
• Getting the School Year Off to a Good Start
• Kick off to Year 2: Proactive Teaching Strategies
• Social-Emotional Health in Children in Head Start

RESEARCH BRIEFS
These briefs provide a review and synthesis of the early childhood special education research literature on a focused topic.
http://headstartinclusion.org/tta-providers
• Family Literacy
• Group Friendship

VIDEOS
Video clips are available for use in courses and trainings. Some of these clips are also used in the 15-minute in-services and/or modules.
http://headstartinclusion.org/videos
• Embedded Learning Opportunities
• Day in the Life of a Disabilities Coordinator
• Planned Instructional Sequence
• 15-Minute In-service Suites
• Individualizing
• Discrete Trial
CURATED COLLECTIONS

As state implementation teams focus on implementing and improving classroom practice, the need arises for tools and resources that can support teachers, leaders, and technical assistance and training providers. When such a need arises, the EarlyEdU consultant can conduct a systematic inventory of existing EarlyEdU and Center resources to curate a collection of free resources to use.

Examples of curated collections include:

**Tennessee’s Magic 8**

In Tennessee, Dr. Dale Farran identified a set of key elements for improving preschool. The EarlyEdU Alliance created a collection of professional development resources that are available for each of these elements.

<table>
<thead>
<tr>
<th>Magic 8 Elements</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Reducing transitions</td>
<td>Suite&lt;br&gt;• <em>Classroom Transitions</em> &lt;br&gt;Video&lt;br&gt;• <em>Change Doesn’t Have to be Hard: Daily Transitions that Support Children</em></td>
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<td>Increasing quality of instruction</td>
<td>Suites&lt;br&gt;• <em>Fostering Children’s Thinking Skills</em> &lt;br&gt;• <em>Providing Feedback</em> &lt;br&gt;• <em>Focusing Children on Learning Goals</em> &lt;br&gt;• <em>Scaffolding Children’s Learning</em> &lt;br&gt;• <em>Making Learning Meaningful</em> &lt;br&gt;• <em>Using the Scientific Method</em> &lt;br&gt;• <em>Engaging Children in Conversation</em> &lt;br&gt;• <em>Thick and Thin Conversations</em> &lt;br&gt;• <em>Asking Questions</em> &lt;br&gt;• <em>Expansions</em> &lt;br&gt;• <em>Novel Words</em> &lt;br&gt;• <em>Building Skills in Two Languages</em></td>
</tr>
<tr>
<td>Creating more positive emotional climate</td>
<td>Suites&lt;br&gt;• <em>Fostering Connections</em> &lt;br&gt;• <em>Being Aware of Children’s Needs</em> &lt;br&gt;• <em>Creating a Caring Community</em> &lt;br&gt;• <em>Giving Children Responsibilities</em> &lt;br&gt;• <em>Following Children’s Lead</em> &lt;br&gt;• <em>Emotional Literacy</em> &lt;br&gt;Video&lt;br&gt;• <em>Real to Reel: Exploring Culture and Emotions</em></td>
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</tbody>
</table>
| Helping teachers learn to listen to children | Suites  
| • Being Aware of Children’s Needs  
| • Providing Feedback  
| • Following Children’s Lead  
| Creating sequential activities in circle time | Suite  
| • Schedules and Routines  
| Tip Sheet  
| • Routines and Schedules  
| Fostering associative/cooperative interactions | Suites  
| • Fostering Connections  
| • Being Aware of Children’s Needs  
| • Creating a Caring Community  
| • Giving Children Responsibilities  
| • Following Children’s Lead  
| • Emotional Literacy  
| Video  
| • Facilitating Children’s Friendships  
| Fostering higher levels of involvement by children | Suites  
| • Fostering Children’s Thinking Skills  
| • Providing Feedback  
| • Focusing Children on Learning Goals  
| • Scaffolding Children’s Learning  
| • Making Learning Meaningful  
| • Using the Scientific Method  
| • Engaging Children in Conversation  
| • Thick and Thin Conversations  
| • Asking Questions  
| • Expansions  
| • Novel Words  
| • Building Skills in Two Languages  
| Creating more math opportunities | Math Toolkit  
| Video  
| • Real to Reel: Building Blocks Math  
| • Science and Math in the Preschool Curriculum: Can All Children Benefit?  
| • Mathematizing Children’s Books |
Inclusion

For a presentation at the National Early Childhood Inclusion Institute, NCQTL created a collection of professional development resources for inclusion specialists, disabilities coordinators, and state administrators. These resources focus on meeting the challenges children with disabilities and other special needs.
### CROSSWALKS

#### CLASS™ Crosswalk

This chart shows how the teaching practices in the NCQTL *Engaging Interactions and Environments* in-service suites connect with the domains and dimensions of the CLASS. [https://eclkc.ohs.acf.hhs.gov/professional-development/article/crosswalk-15-minute-service-suites-class](https://eclkc.ohs.acf.hhs.gov/professional-development/article/crosswalk-15-minute-service-suites-class)

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**CROSSWALK OF NCQTL IN-SERVICE SUITES WITH THE CLASSTM**

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<th>CLASS DOMAINS</th>
<th>CLASS DIMENSIONS</th>
<th>NCQTL IN-SERVICE SUITES</th>
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<tr>
<td></td>
<td>Building a Solid Foundation for Early Learning</td>
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<td>Scaffolding Children’s Learning</td>
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**EMOTIONAL SUPPORT**

- Positive Climate: X X X
- Teacher Sensitivity: X X X X X
- Regard for Student Perspectives: X

**CLASSROOM ORGANIZATION**

- Behavior Management: X
- Productivity: X X X X
- Instructional Learning Formats: X X
- Concept Development: X
- Quality of Feedback: X
- Language Modeling: X

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For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

Winter 2013

Because of generous support from the Bill & Melinda Gates Foundation and the Office of Head Start, EarlyEdU courses and professional development resources are available at no cost to consumers.

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