

NEWSLETTER

EARLY CHILDHOOD EDUCATION



Oct - Dec 2021

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ECE Frequently Asked Questions

ADE-ECE now has a [Frequently Asked Questions \(FAQ\)](#) page on our website. We will continue to add content to this page, so if you would like to have specific topics included, please contact us at: ECEInbox@azed.gov.



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about Early
Childhood
Special
Education?



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Importance of Early Childhood Quality Improvement Practices

By: Lori Masseur

In 2003 the [National Association for the Education of Young Children](#) (NAEYC) and the [National Association of Early Childhood Specialist in State Departments of Education](#) (NAECS/SDE) issued an updated joint position statement entitled [Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8](#). This position statement provided key recommendations on indicators of effective high-quality curriculum; appropriate, valid, reliable, and effective assessment practices; and regular on-going programmatic evaluation relative to supporting better outcomes for young children.

The [NAEYC Position Statement](#), in part, states that:

Policy makers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to construct comprehensive systems of curriculum, assessment, and program evaluation guided by sound early childhood practices, effective early learning standards, and program standards, and a set of core principles and values: beliefs in civic and democratic values; commitment to ethical behavior on behalf of children; use important goals as guides to actions; coordinated systems; supports for children as individuals and members of families, cultures, and communities; partnerships with families; respect for evidence; and shared accountability.

An early childhood ecosystem that supports practitioners, families, and young children, as it relates to improved programming, practices, and coordinated systems, has long been a desire for early childhood champions. The indicators and practices captured serve as the guiding principles and values necessary for an effective and coordinated early childhood ecosystem. This need and priority were at the heart of the joint position statement issued initially in 1990 and again in 2003. Today it continues to remain core to the Early Childhood Quality Improvement Practices (ECQUIP) process adopted by the Arizona Department of Education Early Childhood over a decade ago.

Using the NAEYC and NAESC/SDE joint position statement as a north star, Arizona designed the [ECQUIP](#) process as a means to assure quality and accountability for those programs providing high-quality early childhood care and education. Through the use of a [goal-oriented framework](#), and leveraging [Learning Standards](#) and [Program Guidelines](#), the ECQUIP process takes a team approach to using ECE community members to create systems that benefit children who will be entering public education.



This process, when used as designed and intended, serves as a guide for programs when planning for continuous quality improvement. The goal-oriented framework provides a template for the implementation of quality practices that will result in improved outcomes for young children. Through a self-assessment process, early childhood ecosystem examines five standards:

1. School and District Leadership
2. Curriculum, Instruction, and Professional Development
3. Classroom and School Assessments
4. School Culture, Climate, and Communication
5. Fiscal Review



It is through this reflective and ongoing process, that early childhood programs and ecosystems are able to examine the elements that compose their integrated and coordinated system and create goals that guide evaluation designs and measures. These goals then lead to improved inclusion of families, practitioners, and community members as advocates and champions of early childhood. This in turn, when done consistently and with fidelity over time, can create an early childhood ecosystem that benefits all children entering into the “formal education” system.

To help illustrate the connection between the NAEYC NAECES/SDE joint Position Statement and ADE-ECE resources and publications, please see the resources below.

ECQUIP Updates:

The Early Childhood Quality Improvement Practices (ECQUIP) process and support documents are now in the Education Monitoring Assistance and Compliance (EMAC) Application within [ADEConnect](#).

Once a district has been assigned to ECQUIP, the Entity Administrator will need to give EMAC permissions to those who need access (including themselves) and assign EMAC user roles. Please visit our [ECQUIP webpage](#) and select “EMAC Resources” for additional information.

- [EMAC Administrator Guide](#)
- [EMAC Portal User Guide](#)

RESOURCES:

Arizona Department of Education–Early Childhood:

- [Infant and Toddler Developmental Guidelines](#)
- [Arizona Early Learning Standards](#)
- [High Quality Program Guidelines](#)
- [ECQUIP](#)

National Early Childhood Assessment Resources:

- [Measuring the Impact of Early Childhood Systems: Learning Lab Report](#)
- [ZERO TO THREE: Developmental Screening, Assessment, and Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs](#)
- [ZERO TO THREE: Evaluation and Continuous Quality Improvement in Early Childhood Systems](#)



Building Positive Relationships

By: Nicole Peterson

Take a minute to think about the following question: *Do you behave in your relationships with children the same way important adults behaved with you?* Think about the messages you received about relationships from your family and culture when you were a child. Now ask yourself: *What are three things that would make up the formula for a positive satisfying relationship? **

Research shows that positive nurturing relationships formed with infants and young children impacts their ability to learn, thrive, and helps their central nervous system grow appropriately. As human beings, from the moment we are born we desire and need to feel secure, safe, and connected. This is why teacher-child relationships have such a powerful impact on a child's social emotional development and their behavior. Through positive trusting relationships with adults, young children learn about their world and their place in it. When young children feel secure and supported, they are more likely to engage in learning and play. They can form satisfying relationships, communicate better, and are able to regulate their emotions. In essence, when we focus on providing positive responsive interactions with infants and young children, we strengthen their social emotional foundation that contributes to a positive school climate and fewer behavioral problems.

Positive relationships have a lasting impact on our emotional health and how we respond to the world. Think about the relationships you have with the young children in your classroom. How do you think they would answer the questions I asked in the beginning?

RESOURCES:

National Center for Pyramid Model Innovations:

- [Building Positive Relationships with Young Children](#)
- [Re-Connecting and Building Relationships with Infants](#)
- [What Works Brief](#)
- [Webinar: Partnering with Infant & Early Childhood Mental Health Consultants to Implement the Pyramid Model](#)

National Center on Parent, Family, and Community Engagement:

- [Building Partnerships: Guide to Developing Relationships with Families](#)

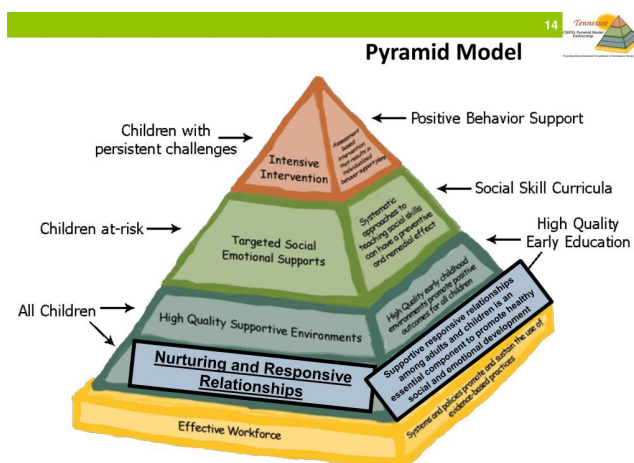
PROFESSIONAL LEARNING OPPORTUNITIES:

ADE-ECE Training:

- **Tuesday, Oct 19** [ACEs Module 1: Understanding Adverse Childhood Experiences](#)
- **Wednesday, Nov 3** [Strengthening Families™: Protective Factors - Knowledge of Parenting & Child Development](#)
- **Wednesday, Dec. 1** [Connectiveness of Social-Emotional and Language & Literacy with Infants/Toddlers \(SEEL\)](#)
- **Tuesday, Dec. 14** [ACEs Module 2: Toxic Stress and Trauma Informed Care](#)

National Center for Pyramid Model Innovations:

- [ZERO TO THREE Annual Conference Take Heart October 25-29, 2021](#)
- [NAEYC Annual Conference November 6-9, 2021](#)



Homelessness and Young Children

By: Patsy Rethore-Larson

As affordable housing continues to become more difficult for some families to maintain, and with COVID-related eviction moratoriums ending, family homelessness is a serious issue that impacts children's wellbeing. A growing body of research shows that housing instability can have negative, long-term impacts on young children's development, learning achievement, and mental health.

More than 50% of all children staying in federally funded emergency shelters and transitional-housing programs are under age six, yet only 8% of these children are receiving services from either Head Start/ Early Head Start or McKinney-Vento programs. The McKinney-Vento Act is a federally funded program that maintains rights and services to support children experiencing homelessness and minimize disruptions to their education.

More than 50% of children in emergency shelters and transitional housing programs are **under the age of 6.**

Head Start prioritizes enrollment for families with young children who are experiencing homelessness.

Through the McKinney-Vento Act, every school district must designate a liaison who performs duties that include:

- Ensuring that children (preschool through 12th grade) experiencing homelessness are identified and enrolled in school
- Providing appropriate resources and referrals to support the needs of families experiencing homelessness (e.g., health, housing, mental health, etc.)
- Conducting outreach to make information about McKinney-Vento services accessible to families in their community
- Supporting school personnel and giving guidance on the needs and rights of children and families experiencing homelessness

RESOURCES:

School House Connection:

- [Home at Head Start: Resources for Early Childhood and Homelessness](#)

Head Start / Early Head Start:

- [ADE-ECE Head Start webpage](#)
- [Arizona Head Start Association \(AZSHA\) Statewide Programs \(English\)](#)
- [Arizona Head Start Association \(AZSHA\) Statewide Programs \(Spanish\)](#)
- [National Head Start Locator](#)

National Center for Homeless Education:

- [Preschool & Early Childhood Resource & Information](#)

Identifying families eligible for McKinney-Vento services and connecting them with high quality early care and education programs is key to supporting young children's mental health and development, as well as mitigating the potential impact of toxic stress and trauma that may be experienced in association with being homeless.



Evidence-Based Practices in Learning Environments

By: Laura Lee

What is Evidence-Based Practice?

The Early Childhood Technical Assistance Center (ECTA) defines evidence-based practices in the field of early childhood as a process that pulls together the best available research, knowledge from professional experts, and data and input from children and their caregivers, to identify and provide services, evaluated and proven to achieve positive outcomes for children and families.

In other words, evidence-based practices are the research or “evidence” to prove that a practice works. So, what does evidence-based practices look like in learning environments?

Examples of what evidence-based practices should look like: *(not an exhaustive list)*

- Enhancing instruction by displaying visual supports such as a daily schedule with pictures and words.
- Providing children with a variety of high-quality materials that are organized and clearly defined.
- Setting up classroom environments with clearly defined areas with signs and accessibility.
- Lesson plans are evidenced with the Arizona Early Learning Standards, adaptations, supports and accommodations.
- Practitioners are engaged and responsive with children.
- Practitioners encourage children led conversations through instructional and non-instructional teacher talk.
- Practitioners facilitate interaction between children.
- Practitioners are differentiating instruction utilizing ongoing progress monitoring, Universal Design for Learning (UDL) and offers a variety of group sizes for learning and interaction.
- Daily transitions that are anticipated, taught, and supported throughout the day.
- All students are provided opportunities to initiate the activities and make choices.

RESOURCES:

- [Early Childhood Technical Assistance Center \(ECTA\)](#)
- [What Works Clearinghouse](#)
- [Reading Rockets Evidence- Based Practices at School: A Guide for Parents](#)

Video:

- [Questions and Answers about Evidence-Based Practices in Early Childhood by WestEd](#)



Parenting & Early Development

By: Brooke Colvin

Early Brain Development

Children are born with amazing potential! Their brains are pre-wired for human interaction and connection. While brain development begins prenatally and is greatly affected by genetics, the environment, and interactions a child experiences significantly impacts their development.

What can parents and caregivers do to support healthy development?

- **Talk early and often with children**
 - Describe and point to objects
 - Ask questions and wait for responses
 - Speak in native home language
- **Apply responsive caregiving strategies**
 - Understand and adapt to children's temperament
 - Respond to children's emotional and physical needs
 - Provide opportunities for multisensory experiences

Knowledge of Parenting & Child Development

We all know that parenting young children can be challenging. All parents need support, regardless of their circumstances. That is where the Strengthening Families™ Protective Factors Framework comes in to help. One of the protective factors is *Knowledge of Parenting & Child Development*, which helps parents understand their role and the basics of child development. This knowledge helps parents have realistic and developmentally appropriate expectations for their children, which in turn helps children thrive in a supportive environment. To learn more about this Protective Factor, please register for the training below and visit our [ECE Professional Learning](#) webpage for other upcoming training opportunities.

RESOURCES:

- [NAEYC Developmentally Appropriate Practice \(DAP\)](#)
- [Read On Arizona Smart Talk Resources and Tools](#)
- [ZERO TO THREE: Early Development & Well-Being](#)
- [ZERO TO THREE: Temperament](#)



PROFESSIONAL LEARNING OPPORTUNITIES:

ADE-ECE Training:

- **Wednesday, Oct 20, 10:00am-2:30pm** [ITDG Language Development & Communication](#)
- **Wednesday, Nov 3, 2:00pm-4:00pm** [Strengthening Families™: Protective Factors - Knowledge of Parenting & Child Development](#)

National Conferences:

- [ZERO TO THREE Annual Conference Take Heart October 25-29, 2021](#)
- [NAEYC Annual Conference November 6-9, 2021](#)



Did You Know?

Before Birth:

The human brain begins to develop at just **3 weeks** gestation.

After Birth:

A baby's brain produces **1 million** neural connections per second.



Professional Learning Opportunities

ADE Early Childhood Live Module Trainings: Oct-Dec 2021

Monday, Oct 4 10:00am-2:30pm [AZELS Social Studies Standard Module](#) *

Participants will explore the Social Studies Standard of the Arizona Early Learning Standards and discover effective strategies to support the intertwined relationships between people, their environment, and their needs.

NEW Tuesday, Oct 19, 10:00am-12:00pm [ACEs Module 1: Understanding Adverse Childhood Experiences](#)

Participants will learn to identify examples and categories of Adverse Childhood Experiences (ACEs), explain the significance of the ACEs Study, understand how a high ACE score might be a strong predictor of later health problems in adults, and understand the story of ACEs told through national and Arizona data.

Wednesday, Oct 20, 10:00am-2:30pm [ITDG Language Development & Communication Domain Module](#) *

Participants will explore the Language Development & Communication Domain of the Infant Toddler Developmental Guidelines including early brain research and effective teaching and caregiving strategies to support language development and communication for children birth to age 3.

NEW Wednesday, Nov 3, 2:00-4:00pm [Strengthening Families™: Protective Factors - Knowledge of Parenting & Child Development](#)

This course is on the Strengthening Families™ Protective Factors Framework with a focus on the protective factor: Knowledge of Parenting & Child Development. Participants will identify everyday strategies to help increase understanding of child development and strengthen parenting among families they associate with.

Tuesday, Nov 8, 2:00-4:00pm [School Readiness: Math - Number Sense](#)

This session will explore the continuum/trajectory of learning within the mathematics content area, and connects to state standards, developmentally appropriate practices, classroom strategies, assessment, and Arizona's School Readiness Framework.

Tuesday, Nov 16, 10:00am-12:00pm [Language Modeling](#)

Take a closer look at the CLASS® Dimension: Language Modeling. Participants will identify and apply strategies that promote language modeling – an instructional strategy that supports language and literacy development.

NEW Wednesday, Dec 1, 10:00am-2:30pm [Connectiveness of Social-Emotional and Language & Literacy with Infants/Toddlers \(SEEL\)](#)

Participants will learn strategies to ensure a quality learning environment that fosters nurturing and positive relationships, and a deep understanding of how to provide intentional rich language experiences that address the social emotional needs of the young learner. This session will focus on infants and toddlers (birth-3).

NEW Tuesday, Dec 14, 10:00am-12:00pm [ACEs Module 2: Toxic Stress and Trauma Informed Care](#)

This session will help participants understand different types of normal and toxic stress and the effects on development and behavior. Participants will also understand the impact of toxic stress using the lens of NEAR science. We will define trauma and discuss the connections between risky behaviors, coping mechanisms, and unresolved trauma, as well as learn practical strategies for support.

* Meets current Quality First requirements



Professional Learning Opportunities

ADE Early Childhood Online Courses: Jul-Dec 2021



30-min Intro Online Courses

- [Intro to Arizona Early Learning Standards \(AZELS\)](#) * (30 min)
- [Intro to Infant Toddler Developmental Guidelines \(ITDG\)](#) * (30 min)
- [Intro to Program Guidelines for High Quality Early Education](#) (30 min)

1-hour Online Courses

- [ITDG Social Emotional](#) (1-hr)
- [ITDG Cognitive Development](#) (1-hr)
- [ITDG Approaches to Learning](#) (1-hr)
- [ITDG Language & Communication](#) (1-hr)
- [AZELS Social Emotional](#) (1-hr)
- [AZELS Approaches to Learning](#) (1-hr)
- [AZELS Language & Literacy](#) (1-hr)
- [AZELS Math](#) (1-hr)
- [AZELS Science](#) (1-hr)
- [AZELS Physical Dev Health & Safety](#) (1-hr)
- [HQPG: Family Engagement & Support](#) (1-hr)
- [Ongoing Progress Monitoring](#) (1-hr)
- [AZ School Readiness Framework](#) (1-hr)

2-hour Online Courses:

- [ITDG Language & Communication](#) (2-hr)
- [AZELS Social Emotional](#) (2-hr)
- [AZELS Approaches to Learning](#) (2-hr)
- [AZELS Language & Literacy](#) (2-hr)
- [AZELS Math](#) (2-hr)
- [AZELS Science](#) (2-hr)

Online courses are offered asynchronously each semester. Click on the training title/link to register in the Event Management System (EMS). Each course consists of a recorded presentation and assessment. Certificates are available after passing with an 80% or above.

AZELS = [Arizona Early Learning Standards](#)

ITDG = [Infant Toddler Developmental Guidelines](#)

HQPG = [Program Guidelines for High Quality Early Education](#)



For questions about registration, certificates, and accessing courses, please refer to our [EMS Participant Guide](#). Please visit our [Professional Learning](#) website for all ECE synchronous and asynchronous opportunities.

* Meets current Quality First requirements

