

New Frameworks in the Early Childhood Field

Power to the Profession –Unifying Framework for the Early Childhood Education Profession

<http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf>

- Framework Landing Pad <http://powertotheprofession.org/>

Advancing Equity in Early Childhood Education

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>

- Advancing Equity Landing Pad <https://www.naeyc.org/resources/position-statements/equity>

Professional Standards and Competencies for Early Childhood Educators

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

Practice-based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) (birth through age 8)

<https://www.dec-sped.org/ei-ecse-standards>

Developmentally Appropriate Practice (DAP) position statement

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

- DAP Landing Pad <https://www.naeyc.org/resources/position-statements/dap/contents>
- DAP Guidelines <https://www.naeyc.org/resources/position-statements/dap/guidelines>
- DAP Recommendations <https://www.naeyc.org/resources/position-statements/dap/contents>
- Faculty Resources <https://www.naeyc.org/resources/developmentally-appropriate-practice/get-faculty-resources>

Reconceptualizing Inclusion

“We recognize *inclusive education* as the process of (a) redistributing access to and participation in quality learning opportunities; (b) recognizing and valuing all child differences in learning activities, materials, and interactions; and (c) creating opportunities for non-dominant and under-represented groups to share their narratives and advance solutions for equity, with particular attention given to the interplay of multiple and intersecting social identities (e.g., ability, race, language) in learning contexts (e.g., home, school, and community settings)”

Young Exceptional Children, September 2021, page 115

CARA’s Kit

CARA’S KIT: *Creating Adaptations for Routines and Activities*

This kit provides guidance for how to plan for and make adaptations to daily activities and routines so each and every child can successfully participate in all classroom activities. *CARA’s Kit* contains a link to digital resources and a booklet about adaptations. Purchase at <https://www.dec-sped.org/cara-s-kit-base> and other places.

CARA’s Kit Online <http://www.eita-pa.org/inclusion/>

This sequence of three self-paced tutorials provides a brief and effective introduction to CARA’s Kit and how it may be used to help educators, students, and others learn about ways in which to adapt daily routines to support toddlers and preschoolers who may experience challenges to their full participation.

Listserves for Ongoing Free Resources

BabyTalk - monthly one-way listserv with free resources for professionals and families who support infants and toddlers. To subscribe, email your request to camille.catlett@unc.edu

Natural Resources – monthly one-way listserv with free resources for early childhood professionals and families. Each month addresses a different topic. Past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe, email your request to camille.catlett@unc.edu

Faculty Finds – bi-monthly content and pedagogical resources for faculty and professional development providers. See past issues at <https://www.earlyedualliance.org/modules-and-more/> Subscribe at <http://eepurl.com/ggHi3j>