

Quick access to this document with the tiny URL: <https://tinyurl.com/movingECEremote>

Resources to Support Child Development and Early Childhood Education (and Education/TK-12) Faculty That Have Transitioned to Remote/Online Delivery of Their Courses

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Join a Collaboration/Be an Advocate

Informal Meetings Hosted/Facilitated by Jennifer Paris

Content from Past Meetings

Here is the [recording](#), [slides](#), [Jamboards from the small group discussions](#), and a [follow-up survey](#) from an informal national call on Wednesday, May 27th at 3 via Zoom.

The meeting on June 23rd did not get recorded (oops!). Here is the [agenda](#).

Here is the [agenda](#), [meeting recording](#), and [chat transcript](#) for the July 7th meeting.

Here is the [agenda](#), [meeting recording](#), and [chat transcript](#) for the July 21st meeting.

Here is the [agenda](#), [meeting recording](#), and [chat transcript](#) for the August 4th meeting.

Collaboration Canvas Shell

There is a Canvas shell that can be used to share resources (including coursework and assignments) and host ongoing discussions.

- Self-enroll at: <https://canvas.instructure.com/enroll/DK7E39> Your role will be changed to Teacher to allow you to have full capabilities (if you are not enrolling with your college, please email [Jennifer Paris](#) from your college email to note the email you will be using).
- Once enrolled, you can access the course directly at: <https://canvas.instructure.com/courses/2103480>

The shell is openly licensed, to allow faculty to use resources freely. Contact [Jennifer Paris](#) if you have any questions. If you would like to share resources without joining, please contact Jennifer Paris

Community of Practice Meetings Hosted by the California Community Colleges Teacher Preparation Program (for ECE and TK-12/Education)

Meetings

Here is information for the next Community of Practice meetings:

- For ECE/CD: Email Rachel Johnson at rajohnson@vcccd.edu to be added to list serve (and be sent invitations)
 - ECE Practicum Community of Practice:
 - Coffee chats
- For EDUC: 9:00 a.m. PDT. Email Shannon Turmon at shannonturmon@whccd.edu to be added to list serve (and be sent invitations)
 - Community of Practice
 - Fieldwork Fridays

Content from Past Meetings

Canvas Commons "Education Canvas Course Virtual Resources" link:

<https://lor.instructure.com/resources/cca8a6a0770a461c826b34af0e4b6dfe?shared>

For recordings and slide decks of previous Fieldwork Friday and Education Course Community of Practice Meetings, please visit

<http://teacherpreprogram.org/events-and-calendar/ece-and-edu-communities-of-practice-cop/>

For more information, please visit teacherpreprogram.org

Think Tank by ACCESS (Associate Degree Early Childhood Teacher Educators)

ACCESS (Associate Degree Early Childhood Teacher Educators) has also created a think tank to work on how to prepare Early Childhood Educators during the pandemic. You can access the following (and more) at <https://accessece.org/The-Tank> (click on the arrow beside the Tank and explore the different items in the drop down menu

- [Video List](#)
- [Position Statement](#)
- [Shared Practices](#)
- [Tech Tools for Online Education](#)
- [Distance Education Pedagogy](#)
- [Equity in Online Education](#)

Sources of Video, Simulations, & Images

Specific for CD/ECE

Videos

Here is the [template course](#) that links out to Canvas shells developed by ASCCC OERI that features a video library for the CAP 8 courses. This Canvas course and a course for each individual CAP 8 course are also uploaded into Canvas Commons. Search for ASCCC and they should come up.

ACCESS sent out

- This link to [SCRIPT-NC resources](#) that includes videos. Their [Shifting Blackboards](#) webinar information includes links to resources and direct access to personas.
- A [Google Doc of resources](#) shared by course name/type.

ACCESS's Think Tank's [Video List](#) (not all are captioned)

The Center for Early Childhood Education at Eastern Connecticut State University added an additional 100 clips to their [library](#) (not all are captioned).

As long as they are used behind something password protected, your faculty can use these [videos from Glendale Community College](#).

- [Spreadsheet](#) that explains what each video addresses,

Colorado's Department of Education [Results Matter Video Library](#) (not all are captioned)

[Head Start's Parent, Family, and Community Engagement Simulation](#)

Engaging interactions and environments From Head Start (in service suites):

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments>

[Video playlist of classroom strategies](#) (from Head Start)

CDE's [Promoting Well-Being in a High Quality Early Learning Environment](#) (panorama of classroom, many images and resources about different aspects of high quality environments)

[Illinois Early Learning Project](#) has a [video library](#), resources on Project Approach and other topics.

Temporary Access to [Early EdU's Media Library](#) (follow the instructions on the linked page)

New videos added in April:

- 12 Observation-length videos, 5, 10, 15, and 20 minutes in length (Search observation practice video in the Special Collections facet category)
- 33 Dual Language Strategy and/or Spanish Language videos (with captions in Somali, Spanish, and English)
- 34 Short video clips from Circle Time Magazine™, Season 2: Positive Behavior Support
- 3 Videos related to specific curriculum studies (with captions in Somali, Spanish, and English)
- 68 Inclusion videos produced by Head Start Center for Inclusion
- 24 ELO Two-Minute Tips

[Early Childhood Education and Training Program's video library](#)

[Demonstration of Pyramid Model Practices: A Typical Day in a Toddler Classroom](#) (1:04 video of a toddler classroom - at the beginning of the video there is a great table of contents to navigate to specific parts of the day)

[Demonstration of Pyramid Model Practices: A Typical Day in a Preschool Classroom](#) (1:24 video of preschool classroom - at the beginning of the video there is a great table of contents to navigate to specific parts of the day)

ECTA Center's [A Home Visit with Zander's Family](#) (video of a PT visit)

[Desired Results Access Project video library](#)

PNC Grow Up Great's [Training Videos & Instructional Techniques](#)

Ready Rosie's [Healthy at Home Toolkit](#) (videos of parents and children)

YouTube channels:

- [Queensland Curriculum and Assessment Authority](#)
- [ECE CompSAT](#)
- [Teaching Strategies for Early Childhood Education](#)
- [Center on the Developing Child at Harvard University](#)
- [Better Kid Care](#)
- [ECA Learning Hub](#)
- [All About Young Children](#)
- Early Childhood Center: Indiana University Bloomington's [Welcoming All Children](#)
- [MSDE Early Childhood Development](#)
- RedLeaf Press' Focused Observations (2nd Edition) [video playlist](#)
- [RedLead Press' General feed](#)
- [Captioned videos of a boy](#) (Levi Beckett) over several years
- [Spouts Schools](#) (animations)

Child Care Exchange's From Surviving to Thriving: Creating a Way Forward in Challenging Times free [video series](#)

Streaming Access for instructor only:

- The streaming versions of the [videos supporting all of California Department of Education Early Care Division Resources](#) are now free (if you are forced to choose a payment option, choose send a check – it's the workaround until they figure out how to eliminate the payment)

Resources that must be paid for and may or may not have student access included:

- [Resources for Infant Educators DVDs and CDs](#)
- [Videatives](#) (Films on Demand has some, if your college has this database)
- Child Care Exchange (some colleges have institutional access)

Videos that have been shared but do not appear to be 508 compliant (missing captions)

- Bank Street's [Learning to Teaching resources](#)
- [Infants and Toddlers website](#) (from Canada with videos and information about observation)
- High Scope's [webclips](#)
- [Teaching At The Beginning DLL Videos Dropbox](#)

Virtual Tours, Simulations, and More Comprehensive Content

Website with comprehensive collection of resources for ECE courses: [ECE Faculty Collective](#)

Resources shared by Laura Paciorek with permission for the MiraCosta Child Development Center

- Google Photo Album (each photo has a detailed description for an alternative way to access the image information): [Room 1 at MiraCosta College \(Toddlers\)](#)
- Video tours of classrooms: [Room 1](#) and [Room 2](#)
- Outdoor environment video MiraCosta College CDC Room 4/5 (preschool) yard: [outdoor area \(Rooms 4 and 5\) at MiraCosta College's CDC](#)

WestEd's [Doing What Matters Library](#)

The IRIS Center: [Iris Resource Locator](#) (not all resources are 508 compliant/accessible)

[Module on Behavior Management](#)

[Module on Early Childhood Environments](#)

Content and videos from Head Start on [Environmental Design](#)

[Virtual Lab School](#) (professional development courses with content, images and videos)

- Safe Environments

<https://www.virtuallabschool.org/preschool/safe-environments/lesson-1?module=426>

North Carolina's Division for Early Childhood's [Early Childhood Recommended Practices Modules](#) (includes modules on Interaction, Transition, Environment, Teaming and Collaboration, Family, Instruction, Assessment)

[Resources from Teachstone](#) (You will need to create an account to access these free resources., if you do not have one already. Once you do, enter this product key for access: 5LMQ6ZQV23FNM56S)

[A Quality Counts Family Engagement Modules](#) (requires enrollment)

[CSU CI Dual Language Learner Project Resources Website](#)

[Boulder Journey School](#) (website has content, including videos - not all are captioned, and documentation and family engagement)

EarlyEduU's [Coaching Companion](#)

[Swivl](#) (video review and collaboration solution) - (there is a cost to this)

[PlayPosit](#) (interactive video platform) - (there is a cost to this)

Images

Links to [Flickr accounts](#) with openly licensed images of environments and curriculum (via Google Group mentioned below)

Compilations of curriculum possibilities (for student exploration/use)

These have not been vetted as being developmentally appropriate, so please proceed with a critical eye

- Lesson plan websites on [Libguide by Brandeis University](#)
- Concordia St Paul's [Your Ultimate Guide to Early Childhood Education Lesson Plans](#)
- Gryphon House's webpage [Free Activities for Early Childhood Education and Development](#)
- [PBS Learning Media Pre-K webpage](#)
- PNC Grow Up Great's [Lesson Center](#)

Children's Books

- Peacebooks Library [List of books](#)

- [Videos of read alouds on Facebook](#) (most are captioned and also includes curriculum ideas)
- [YouTube videos of read alouds](#)
- Jim Trelease's [Read Aloud Handbook](#)
- [Free online books read by native speakers](#)
- [Scholastic Read aloud copyright info](#)

Resources for TK-12

Compiled Content

Canvas Course by the CCCTPP "[Education Canvas Course Virtual Resources](#)" shared in the Commons (log into your Canvas account before you click on this link or it won't take you to the course). If you do not have Canvas, you can create a [free for teachers account](#).

Videos

- [The Teaching Channel](#) - Videos PreK-12 (requires account and paid subscription to watch more than 3 videos)
- Massachusetts Department of Elementary and Secondary Education [Classroom Instruction Videos and Sample Observation & Feedback Calibration Activities](#)
- San Bernardino Schools [Professional Development playlist](#) (California)
- [Edutopia's YouTube channel](#) (have playlists including, 60 Second Strategies, How Learning Happens, and the Research is In)
- [Education Service Center Region 13 YouTube channel](#) (Texas)
- [Fairfax County Public schools YouTube channel](#) (Virginia)
- [Central Rivers Area Education Agency](#) (Iowa)
- [The IRIS Center Video Collection's YouTube Channel](#)
- [Teaching Tolerance's YouTube Channel](#) (resources for anti-bias learning)
- Annenberg Learner's [Professional Development resources](#)
- Edutopia: <https://www.edutopia.org/videos>
- Teach Live (Mixed-reality classroom with simulation students: <https://www.teachlive.org>)
- Teach Like a Champion: <https://teachlikeachampion.com/resources/sample-videos/>
- Watch Know Learn: <https://www.watchknowlearn.org/>
- Professional Learning Series Meta-list of Video Exemplars: <https://sites.google.com/a/ocde.us/prof-learning-series/resources/-video-exemplars>
- California Department of Education videos: <https://www.cde.ca.gov/ci/rl/cf/isvideos.asp>
- Engage New York Video Library: <https://www.engageny.org/video-library?page=0%2C2>
- University of Michigan Teaching & Learning Exploratory Videos (METX, free basic access when you create a login): <https://tle.soe.umich.edu/MetxInfo>

Other Content

WestEd's [Doing What Matters Library](#)

The IRIS Center: [Iris Resource Locator](#) (not all resources are 508 compliant/accessible)

See [Children's Book resource above](#)

Blog Post [25 Distance Learning Ideas](#)

Other Resources

[simSchool](#) (K-12 simulated classrooms) - there is a cost to this

Resources for Faculty/Students/Practitioners Working with Directly Children and Families (Hands On/Technology/COVID-19 Related)

See below for additional resources related to program operations in
[Resources for Early Childhood Education Programs \(Administrative/COVID-19 Focused\)](#)

Live Webinars

Recorded Resources

Early Childhood Investigations Webinars hosted a free webinar: [Facilitating Meaningful Online Experiences With Young Children: Unexpected Challenges and Joyful Opportunities in Action](#) recorded on April 29, 2020 at 2 PM Eastern Time.

PBS LearningMedia Virtual resources (recorded videos)

- [Tips for Distance Learning with PBS LearningMedia](#)
- [Distance Learning With PBS LearningMedia: Your Questions Answered](#)

NAEYC's webinar Lessons Learned: Children and Families as Creators and Storytellers: New Digital Directions for Learning at Home

- Webinar link (without chat): <https://youtu.be/qUa0PG3Y2Rg>
- Resources and Chat link (GOOGLE doc): <https://bit.ly/TYCStoryTellResources>

Early Edge California's [Distance Learning How to Read Books to Infants & Toddlers](#) and [Best Practices for Engaging Young Children and their Families through Technology](#)

Print Resources

Education Development Center's [Integrating Technology into Early Learning: Checklist](#)

Websites

Eastern Connecticut State University's [Building Strong Relationships from a Distance](#)
Child Trends' [COVID-19 page](#)
NAEYC's [Coping with COVID-19](#)
[COVID-19 & the Head Start Community](#)

Mental Health Resources for Families and Children

- Bright By Text [Short Picture Stories To Help Kids Understand Their World During COVID-19](#)
- Panorama Education's [SEL and Self-Face Resources for Educators, Schools, and Parents Related to COVID-19](#)
- [Meditation Breathing gif](#)
- [Parents Helping Parents](#) (support for families with children with special needs)
- Children's Health Council [Resource Library](#) (for children, teens, and adults)
- Sesame Street's [Talking About COVID-19 With Children](#) and [Caring for Each Other page](#)

Resources for Early Childhood Education Programs (Administrative/COVID-19 Focused)

California Department of Education's [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

National Association for Educators' [All Hands on Deck: Initial Guidance Regarding Reopening School Buildings](#)

COVID-19 Legislation Guide for CCDF Administrators: [Funding Programs in Recent COVID-19 Legislation that Address Needs of Child Care Providers and Child Care Workers](#)

Center for the Study of Child Care Employment's [COVID-19 Resources and Publications](#)

Community Care Licensing Divisions's [Stay Informed on Coronavirus Disease \(COVID-19\)](#)

Department of Education Early Learning and Care Division's

- [COVID-19 Guidance regarding Family Child Care Home Education Networks](#)
- [COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements](#)

[Los Angeles County Department of Public Health Guidance for Early Childhood Education Providers](#)

NAEYC's [Coping with COVID-19](#) and on demand webinar [Questions about COVID-19 in ECE Programs](#)

American Academy of Pediatrics [Guidance Related to Childcare During COVID-19](#)

Center for Disease Control's COVID-19 for [Schools and Child Care](#) page

[COVID-19 & the Head Start Community](#)

The National Black Child Development Institute's (NBCDI) [Coronavirus Resources and Recommendations](#)

Practical Tips For Re-Opening Childcare by The CA Early Childhood Mentor Program on Tue, June 23, 2020 3:00 PM – 4:00 PM PDT ([link to register](#))

Early Childhood Investigations Webinars (after live date, can access recordings)

- Preparing for Re-Opening: The Administrator's Role in Taking Control When Things Seem Out of Control on June 24, 2020 at 2:00 PM Eastern Time ([link to register](#))
- Early Childhood Investigations Webinars' Beyond COVID 19: [Preparing to Support Preschool Children to Reintegrate to the Classroom](#) recorded on June 11, 2020
- Rebuild Your ECE Program for the New Normal: Part 1- Business Practices on June 18, 2020 at 2:00 Eastern Time ([link to register](#))
- Rebuild Your ECE Program for the New Normal: Part 2- Marketing & Staffing on July 16, 2020 at 2:00 Eastern Time ([link to register](#))

Professional Organizations that are Supporting this Transition (for CD/ECE)

[California Community College Early Childhood Educators](#) - do not have to join to participate in their webinars or regional meetings

- A [Google Doc of resources](#) (reviewed and resources added above on 4/15; note: not all resources shared are 508 compliant)

[Associate Degree Early Childhood Teacher Educators \(ACCESS\)](#) - hosting regular Shared Knowledge in Practice calls for members

- A [Google Doc of resources](#) shared by course name/type. (have not fully reviewed and not all resources are 508 compliant)
- [Think Tank resources](#) (click on arrow in menu bar to fully explore)

Open Educational Resources (OER) for CD/ECE

[General collaboration Google Group](#) (this is a compilation of resources that are freely available as course content in CD/ECE coursework; be sure to check licensing to check for copyright or open licenses)

[LibreText Early Childhood Education bookshelf](#) (can be remixed, imported into Canvas, and printed through Lulu Xpress)

The five finished textbooks have all been [translated into Spanish through the Child Development Training Consortium](#) (provided in PDF at the link, to be added to Google Groups in generic and editable formats very soon)

The [practicum workbook](#) (this is an early release of a second version that is partially formatted for accessibility; it is designed to be used when students are in the field)

The following Google Groups contain the book in PDF and Word and the individual chapters. They are also a place for faculty to share out their own derivative works and ancillaries they create.

[Child Growth and Development Google Group](#) (also referred to *Understanding the Whole Child: Prenatal Development through Adolescence*)

[Introduction to Curriculum Google Group](#)

[Child, Family, and Community Google Group](#)

[The Role of Equity and Diversity in Early Childhood Education Google Group](#)

[Observation and Assessment Google Group](#)

****These [five books have also been translated into Spanish](#)****

These two books are not yet done, so these Google Groups are empty

[Principles and Practices of Teaching Young Children](#) (not yet released)

[Health, Safety, and Nutrition](#) (not yet released)

If you would like to be added to an email list to be notified of new releases and virtual (and sometimes face-to-face) events around OER in ECE/CD, please email [Jennifer Paris](#)

Resources for Moving Courses Online/Remote

Specific to CD/ECE

Resources from ACCESS's Think Tank

- [Position Statement](#)
- [Shared Practices](#)
- [Tech Tools for Online Education](#)
- [Distance Education Pedagogy](#)
- [Equity in Online Education](#)

California Department of Education [Coronavirus \(COVID-19\) page](#)

Commission on Teacher Credentialing [Child Development Permit Applicants and COVID-19 Guidance and Frequently Asked Questions](#) (April 2, 2020)

Commission on Teacher Credentialing [COVID-19: Information for Commission Stakeholders](#) (more for K-12, but they do issue Child Development permits)

Email communication from CTC states that they are just looking for a passing grade for fieldwork/practicum (your college/department will need to decide what they are okay with requiring for a student to pass the course)

Child Care Law Center's [Questions and answers about the impact of the coronavirus on family child care in California](#)

Specific to TK-12

Association of California Community Colleges Teacher Education Programs' [Information on Teacher Education Field Experience Courses Amid the Coronavirus \(COVID-19\) Crisis March 2020](#)

Resources Guiding K-12 System

California Department of Education's [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

CDC's [Considerations for K-12 Schools: Readiness and Planning Tool](#)

National Education Association's Virtual Town Hall - Reopening America's Schools and Campuses Safely and Equitably on Tuesday, July 28 at 7pm EDT ([Register here](#))

Resources about Fieldwork Options/Flexibility

The Teacher Preparation Program's [Possible Scenarios for Education Course Fieldwork Opportunities](#)

Commission on Teacher Credentialing's [COVID-19: Information for Preparation Programs](#)

[California State University Experiential Learning during the COVID-19 pandemic Memo](#)
(and the [release](#) mentioned in the memo)

General Resources about Online Instruction

Institutional (CCC, CSU, UC)

[Guidance provided by the Chancellor's Office](#)

- [Temporary Suspension of Regulations Related to Cooperative Work Experience Education to Address the Continuity of Education in Community Colleges During the COVID-19 Declared State of Emergency](#) (PDF)
- [Emergency Guidance for Cooperative Work Experience Education](#) (PDF)
- [Temporary Suspension of Various Specified Grade-Related Regulations to Address the Continuity of Education in Community Colleges During the COVID-19 Declared State of Emergency](#) (PDF)
- [Temporary Suspension of Student Withdrawal Regulations to Address the Continuity of Education in Community Colleges During the COVID-19 Declared State of Emergency](#) (PDF)
- [Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020](#) (PDF)
- [Emergency Technology Resources for College Responses to COVID-19](#) (PDF)
- [Guidance for Transitioning to Online Student Tutoring Due to COVID-19](#) (PDF)
- [Grading Policies and Term Extension Guidance Due to COVID-19 Pandemic](#) (PDF)
- [Preliminary Guidance for Hard-to-Convert Courses](#) (PDF)
- [Novel Coronavirus \(COVID-19\) Guidance - Clarification on Apportionments, Withdrawals and Student Fee Refunds](#) (PDF)
- [Positive Attendance](#) (PDF)

The CSU and UC systems provided updates to their admission requirements in response to the CCC Chancellor's executive order:

UC information:

- [UC's New Release to Temporarily ease admissions requirement](#)
- [UC's Press Release to Temporarily adjust admissions requirements](#)
- [UC's Adjusted admission requirements FAQs](#)

CSU information:

- [CSU Undergraduate Admissions COVID-19](#)

Academic Senate for the California Community College

- [COVID-19 Faculty Resources](#)

Instructional

West Virginia University Press Teaching & Learning Series' [Pedagogies of Care: Open Resources for Student-Centered & Adaptive Strategies in the New Higher-Ed Landscape](#) © 2020 Individual authors. All content shared under a CC BY-NC-ND license.

[Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field](#) by Association for the Advancement of Computing in Education (AACE) is licensed under a Creative Commons Attribution-NonCommercialNoDerivatives 4.0 International License, except where otherwise noted. ("contains 133 chapters with over 850 pages documenting best practices, strategies, and efforts by teacher educators, professional developers, researchers, and practitioners. It is divided into seven sections that address pedagogy, collaboration, field experiences, preservice education methods, professional development, digital tools, and equity issues.")

Plymouth State University's Open Learning & Teaching Collaborative's [ACE Framework](#) is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. ("ACE stands for Adaptability, Connection, and Equity. ACE elevates three characteristics that are clear, context-sensitive, values-driven, and mission-aligned; we can use them to plan assignment-, course-, and institution-level responses to crisis (such as COVID-19) in the areas of our university that are connected to teaching and learning.")

This year the [Online Teaching Conference](#) was virtual and free!

[Online Network of Educators \(@ONE\)'s Online Teaching Resources](#)

[CVC-OEI Resources](#)

[Online Teaching Toolkit](#) and [Effective Online Instructions Webinars](#) from Association for College and University Educators (ACUE)

Resources shared by EarlyEdU

- From Camille Catlett: [Online Teaching Resources](#)
- From EdSurge:
 - [Emergency Online Teaching Tips](#) (for newly remote instructors)
 - [Preparing to Take School Online: 10 Tips to Make it Work](#) (system approach for schools)
- From the University of Washington: [Useful self assessment tool and tips](#)

Racial Equity Tools' COVID-19 - [Racial Equity & Social Justice Resources](#)

[American Association of University Professors' Faculty Resources](#) (part of larger page of resources)

- [Statement on Equity and COVID-19](#) (Tenure for the Common Good)
- ["Humanizing Online Teaching"](#) (Mary Raygoza, Raina León, and Aaminah Norris—Saint Mary's)
- [Crowdsourced Remote Teaching Resources by Institution](#) (Daniel Stanford—DePaul University)
- [Online Teaching Transition Toolkit](#) (Association of College and University Educators)

The Bob Pike's Group [Get Help Bringing Your Classroom Online with E-Learning and Virtual Training page](#) (some are free, some are paid; some are specific to educators, some are about training in general)

Magna Publications is offering their [Taking Your Teaching Online Program Collection](#) free.

[Community Contributed Open Educational Resources for Teaching and Learning in the COVID-19 Era](#) (very comprehensive list of resources that are openly licensed)

Mental Health/Coping Resources

- Shine's [Care for Your Coronavirus Anxiety](#)
- Panorama Education's [SEL and Self-Face Resources for Educators, Schools, and Parents Related to COVID-19](#)
- [Meditation Breathing gif](#)
- [Parents Helping Parents](#) (support for families with children with special needs)
- Children's Health Council [Resource Library](#) (for children, teens, and adults)
- [Additional resources for children and families](#) are found above

How Colleges are Handling CD/ECE Coursework

Practicum/Fieldwork Spring 2020

Based on what has been shared with me (directly and secondhand), here are the options that colleges across the country are pursuing for their courses that have fieldwork (many are doing more than one and there are some equity issues with some of these):

- Reducing the number of hours they are requiring
- Having students watch videos and reflections to replace fieldwork hours/observations
- Having students work with their mentor/supervising teachers. This may include
 - One-on-one or small group discussion between teacher and student/s
 - Students planning and even implementing curriculum in virtual class meetings with the children
 - Students and their mentor teacher meeting in small groups with families/children virtually
 - Having practicum instructors (faculty) act as mentor/supervising teacher when students don't have access to their placement site to discuss and do in-depth reflection on videos in small groups
- Allowing students to implement curriculum with their own children or children they are still working with (likely not their actual fieldwork placement) or with phantom children

- Having students video tape themselves implementing curriculum (with or without actual children), such as reading aloud, to share and reflect on
- Giving students an in progress/extending the semester to allow additional time to complete hours (may not be an option if programs stay closed for longer than expected)

What to do moving forward? (Summer and Fall 2020)

What happens if programs will not be open for student placement in the summer and fall (which seems very likely) and/or students cannot safely complete fieldwork hours in classrooms with children? What will colleges do with their courses that require students to go into classrooms and observe and work with children?

The choices colleges are considering or have already made for practicum/fieldwork courses:

1. Opt to cancel courses if students will not be able to get into the field to work hands on with children.
 - a. There are concerns about the inequity of only some colleges having these options for students and students not being able to finish their programs of study (and losing students to colleges that do so they can get the units they will need to graduate)
2. Have students work with mentor/supervising teachers and children (even if only remotely/virtually). This would involve supervised interaction with children (and possibly families) and planning and implementing curriculum.
3. Have students access live stream of children in classrooms (very limited availability and unknown quality of video/audio)
4. Allow online work (not directly with children) to substitute for fieldwork hours.
 - a. There is a lot of concern about students “passing” practicum without having worked with children at all
 - b. There is concern about how to account for the hours behind alternate options of work

Observation Courses

- There is concern about how well videos substitute for live observations.
 - You cannot complete a case study from a video clip
 - You cannot complete a DRDP, ECERS, etc. from a video clip
- While video clips cannot take the place of extended observations or repeated observations of the same child, there are benefits to using carefully chosen videos
 - You know what they have seen and can provide much more effective scaffolding and feedback
 - You can have them complete targeted portions of larger assignments (part of the DRDP or ECERS, for example)
- There are some quality clips of children that can be used (see comprehensive list below of various sources)

Curriculum Courses

Many of the same concerns and solutions about practicum courses apply to curriculum courses.

There was a request for curriculum resources for students (see below)

Health, Safety, and Nutrition

Concerns over observing a program to see what practices are in place. Possible solutions include:

- Doing a recorded walkthrough of a program (that is currently closed), such as a lab school
- Using the Virtual Lab School (see below)

Teaching in a Diverse Society

Concerns over

- Losing the community that is integral to this course
 - Is this different in a course that had some face-to-face interactions versus one that has only been online?
- Supporting the mental health of students as they navigate content that may be triggering for them
 - Discussion of what trigger warnings are, when to use them, and how to use them

Most recent update: November 20, 2020 1:46 p.m. PT

If you have questions about this list or things you would like to add or if you would like to be added to a email list to be informed of additional virtual meetings/discussions around the transition to remote delivery, please email [Jennifer Paris](#)

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