

Topic	Title of Resource	Description	Citation	Type of Resource	Link
Child Development	Center on the Developing Child, Harvard University	The Center's mission is to drive science-based innovation that achieves breakthrough outcomes for children facing adversity. The resource library includes information on adult capabilities, brain architecture, executive functioning, life long health, mental health, play, program effectiveness, resilience, sense and return, and toxic stress. Resources include briefs, infographics, multimedia, presentations, reports and working papers, as well as tools and guides.	Center on the Developing Child, Harvard University. (https://developingchild.harvard.edu/)	Website	https://developingchild.harvard.edu/
Child Development	Connecticut Early Learning and Development Standards	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	Connecticut Early Childhood Education Cabinet Working Group. (2014). CTLED Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. Connecticut Office of Early Childhood. https://www.ctoc.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf	PDF	https://www.ctoc.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
Child Development	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Cultivate Learning. (n.d.). <i>Early Learning Professional Development Packages</i> . University of Washington. Retrieved from https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740	Website	https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740
Child Development	Play in Early Childhood: The Role of Play in Any Setting	Play in early childhood is an effective way of supporting responsive relationships, strengthening core life skills and reducing sources of stress. In this video, learn more about how play can foster children's resilience to adversity and how the complex interactions involved when children play help build their brains. (Video Length: 8:11)	Center on the Developing Child Harvard University. (2019). <i>Play in Early Childhood: The Role of Play in Any Setting</i> (Video). Center on the Developing Child Harvard University. https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/	Video	https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
Child Development	Why Preschool Can Save The World	Reviews the results from the Abecedarian and Perry Preschool Programs, specifically the life-long benefits for the children that participated in high quality preschool as well as the cost-benefits to society.	Blumberg, A. (Host) & Campbell, J. (Special Guest). (2012, October 19). <i>Why Preschool Can Save the World</i> (4:11). <i>This American Life</i> . NPR. https://www.npr.org/sections/money/2012/10/19/163258866/episode-411-why-preschool-can-save-the-world	Podcast	https://www.npr.org/sections/money/2012/10/19/163258866/episode-411-why-preschool-can-save-the-world
Child Development	National Center for Pyramid Model Innovations (NCMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	National Center for Pyramid Model Innovations NCMI. (https://challengingbehavior.cbcsu.edu/) (https://challengingbehavior.cbcsu.edu/)	Website	https://challengingbehavior.cbcsu.edu/
Early Childhood Special Education	About IDEA	Introduction to the individuals with Disabilities Education Act (IDEA), its purpose and the history behind IDEA.	U.S. Department of Education: Individuals with Disabilities Education Act. (n.d.). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/#IDEA-History	Website	https://sites.ed.gov/idea/about-idea/#IDEA-History
Early Intervention	About IDEA	Introduction to the individuals with Disabilities Education Act (IDEA), its purpose and the history behind IDEA.	U.S. Department of Education: Individuals with Disabilities Education Act. (n.d.). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/#IDEA-History	Website	https://sites.ed.gov/idea/about-idea/#IDEA-History
Early Learning and Development Standards	Connecticut Early Learning and Development Standards	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	Connecticut Early Childhood Education Cabinet Working Group. (2014). CTLED Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. Connecticut Office of Early Childhood. https://www.ctoc.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf	PDF	https://www.ctoc.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning and Development Standards: Meeting the Needs of Diverse Learners	A companion document to the Connecticut Early Learning and Development Standards, the intent is to provide guidance for supporting young children with disabilities, includes practices and processes that lead early childhood professionals to develop high expectations for young children with disabilities and ensure their full access, participation, and benefit in the early learning classroom.	Connecticut Office of Early Childhood (2016). <i>Supporting All Children Using the Connecticut Early Learning and Development Standards: Meeting the Needs of Diverse Learners</i> . https://www.ctoc.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf	PDF	https://www.ctoc.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
Family Engagement	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	National Association for the Education of Young Children. (1995). <i>Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDV98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDV98.PDF
Family Engagement	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	National Association for the Education of Young Children. (2009). <i>Where We Stand on Responding to Linguistic and Cultural Diversity</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf	PDF	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
Inclusion	About Universal Design for Learning in Pre-K Inclusive Environments	Provides examples of the three key elements of Universal Design for Learning in relation to the early learning classroom.	Technical Assistance and Training System & Florida Inclusion Network. (2011). <i>About Universal Design for Learning in Pre-K Inclusive Environments: TATS & FIM Talk with Instructional Staff</i> (11). https://tats.ucf.edu/wp-content/uploads/sites/2021/09/TATS-FIM_UDL1.pdf	PDF	https://tats.ucf.edu/wp-content/uploads/sites/2021/09/TATS-FIM_UDL1.pdf
Inclusion	CARA's Creating Adaptations for Routines and Activities Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	International Early Childhood Inclusion Institute. (n.d.). <i>CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning</i> . https://inclusioninstitute.fgg.uc.edu/essions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning	Website	https://inclusioninstitute.fgg.uc.edu/essions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
Inclusion	Disability is Natural: Revolutionary Common Sense	Disability advocate, Kathie Snow, discusses the need for society to adopt a new paradigm of disability.	Snow, K. (2001-2016). <i>Disability is Natural: Revolutionary Common Sense</i> . https://www.youtube.com/watch?v=EMhY463yI8ab&channel=OhioDepartmentofEducation	PDF	https://www.youtube.com/watch?v=EMhY463yI8ab&channel=OhioDepartmentofEducation
Inclusion	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Division for Early Childhood of the Council for Exceptional Children & National Association for the Education of Young Children. (2009). <i>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/files/positions/DEC_NAEYC_EC_updates05.pdf	Position Statement	http://www.naeyc.org/files/naeyc/files/positions/DEC_NAEYC_EC_updates05.pdf
Inclusion	Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Division for Early Childhood of the Council for Exceptional Children & National Association for the Education of Young Children. (2009). <i>Early Childhood Inclusion: A Summary</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECsummary_A.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECsummary_A.pdf
Inclusion	Early Childhood: Fostering Diversity and Inclusion	Describes a model early learning program in regards to diversity and inclusion. (Video Length: 2:27)	Ohio Department of Education. (2018, September 19). <i>OH: Early Childhood: Fostering Diversity and Inclusion</i> (Video). YouTube. https://www.youtube.com/watch?v=EMhY463yI8ab&channel=OhioDepartmentofEducation	Video	https://www.youtube.com/watch?v=EMhY463yI8ab&channel=OhioDepartmentofEducation
Inclusion	Including Children with Special Needs: Are You and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use this article to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, K. (2009). <i>Including Children with Special Needs: Are You and Your Early Childhood Program Ready?</i> . Young Children, 64(1), 20-26.	Article	https://s3.amazonaws.com/vermont.gov/sites/ctec/files/Guidance/Including%20Children%20with%20Special%20Needs%20and%20Your%20Early%20Childhood%20Program%20Ready%202019-2020.pdf
Inclusion	Susan Laughs by Jeanne Willis	Fosters conversation about ability and viewing others for who they are, not as the disability they may have. This story illustrates all that Susan, a young girl, loves to do and the emotions the experiences - on the last page of the story we learn Susan uses a wheelchair.	Willis, J. (2000). <i>Susan Laughs</i> . Macmillan.	Children's Literature	
Inclusion	The Universal Design of Early Education: Moving Forward for All Children	Physical and educational principles of Universal Design for Learning are reviewed. Questions for the early childhood professional are included to reflect on implementing Universal Design principles in the early learning classroom.	Conn-Powers, M., Cross, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006). <i>The Universal Design of Early Education</i> . <i>Beyond the Journal: Young Children on the Web</i> .	Article	https://fog.ucw.edu/sites/fgp.ucw.edu/files/resources/presentations-and-webinars/ConnPowers1762811923.pdf
Inclusion	Why Inclusion Matters on the Playground	Describes and illustrates how to engage children in conversations about social inclusion. (Video Length: 4:44)	Edutopia. (2019). <i>Why Inclusion Matters on the Playground</i> (Video). YouTube. https://www.youtube.com/watch?v=O5RmML1i8ab&channel=edutopia	Video	https://www.youtube.com/watch?v=O5RmML1i8ab&channel=edutopia
Inclusion	Getting Kids Involved: Creating Opportunities for Learning	Illustrates ways that adaptations can be used to promote the active participation of infants, toddlers and preschoolers with disabilities during literacy activities. Examples of adaptations in home and early learning classrooms, activities, materials and instructions are provided. (Video Length: 12:13)	Dawon, E. (2015). <i>Getting Kids Involved: Creating Opportunities for Learning</i> (Video). Center for Early Literacy Learning. http://www.earlyliteracylearning.org/ta_pract_video05.php	Video	http://www.earlyliteracylearning.org/ta_pract_video05.php
Inclusion	Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs	Provides recommendations to states, local educational agencies and early childhood professionals on increasing the inclusion of infants, toddlers and preschool children with disabilities in high-quality early care and education programs.	U.S. Department of Health and Human Services & U.S. Department of Education. (2015). <i>Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs</i> . https://www2.ed.gov/policy/elsec/earl/earlylearning/joint-statement-full-text.pdf	Policy Statement	https://www2.ed.gov/policy/elsec/earl/earlylearning/joint-statement-full-text.pdf
Inclusion	National Center for Pyramid Model Innovations (NCMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	National Center for Pyramid Model Innovations NCMI. (https://challengingbehavior.cbcsu.edu/) (https://challengingbehavior.cbcsu.edu/)	Website	https://challengingbehavior.cbcsu.edu/
Language and Literacy Development	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	National Association for the Education of Young Children. (1995). <i>Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDV98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDV98.PDF
Language and Literacy Development	The Benefits of Being Bilingual	Lists reasons why bilingualism is an asset to individuals, families and society as a whole.	National Center on Cultural and Linguistic Responsiveness. (2019). <i>The benefits of being bilingual</i> . https://cclrc.nyu.edu/publications/benefits-being-bilingual	PDF	https://cclrc.nyu.edu/publications/benefits-being-bilingual
Language and Literacy Development	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	National Association for the Education of Young Children. (2009). <i>Where We Stand on Responding to Linguistic and Cultural Diversity</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf	PDF	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
Leadership	Code of Ethical Conduct Supplement for Early Childhood Adult Educators	Four-year and the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions.	National Association for the Education of Young Children. (2011). <i>Code of Ethical Conduct Supplement for Early Childhood Adult Educators</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics09_0920203update.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics09_0920203update.pdf
Leadership	National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment	Offers guidelines for responsible behavior of early childhood professionals and sets forth a common basis for resolving ethical dilemmas encountered in early childhood care and education.	National Association for the Education of Young Children. (2011). <i>Code of Ethical Conduct and Statement of Commitment</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_0920203update.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_0920203update.pdf
Leadership	Teaching the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct: A Resource Guide by Eve Morsack, Nancy K. Freeman and Stephanie Feehey	Provides information and guidance to support early childhood professionals learn about professional ethics and the NAEYC Code of Ethical Conduct. Resource includes effective ways to introduce the NAEYC Code of Ethical Conduct and explore real-life, challenging ethical issues that face early childhood professionals. The book includes tools and techniques the authors developed through their extensive experience teaching about ethics and the NAEYC Code.	Morsack, E., Freeman, K. N., & Feehey, S. (n.d.). <i>Teaching the NAEYC Code of Ethical Conduct: A Resource Guide by the National Association for the Education of Young Children</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/teaching-naeyc-code-revised-edition	Textbook	
Methods and Techniques	About Universal Design for Learning in Pre-K Inclusive Environments	Provides examples of the three key elements of Universal Design for Learning in relation to the early learning classroom.	Technical Assistance and Training System & Florida Inclusion Network. (2011). <i>About Universal Design for Learning in Pre-K Inclusive Environments: TATS & FIM Talk with Instructional Staff</i> (11). https://tats.ucf.edu/wp-content/uploads/sites/2021/09/TATS-FIM_UDL1.pdf	PDF	https://tats.ucf.edu/wp-content/uploads/sites/2021/09/TATS-FIM_UDL1.pdf
Methods and Techniques	CARA's Creating Adaptations for Routines and Activities Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	International Early Childhood Inclusion Institute. (n.d.). <i>CARA's Kit for Preschoolers: A Friendly and Practical Tool to Promote Participation and Learning</i> . https://inclusioninstitute.fgg.uc.edu/essions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning	Website	https://inclusioninstitute.fgg.uc.edu/essions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
Methods and Techniques	Developmentally Appropriate Practice by Sue Bredekamp and Carol Copple	Describes research-based principles to guide the decision making of early childhood professionals. The book shares their expertise, model learning experiences, review young children's literature, and share video examples of young children's learning.	Copple, C., & Bredekamp, S. (2009). <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through age 8</i> . National Association for the Education of Young Children.	Textbook	
Methods and Techniques	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Cultivate Learning. (n.d.). <i>Early Learning Professional Development Packages</i> . University of Washington. Retrieved from https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740	Website	https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740
Methods and Techniques	Getting Kids Involved: Creating Opportunities for Learning	Illustrates ways that adaptations can be used to promote the active participation of infants, toddlers and preschoolers with disabilities during literacy activities. Examples of adaptations in home and early learning classrooms, activities, materials and instructions are provided. (Video Length: 12:13)	Dawon, E. (2015). <i>Getting Kids Involved: Creating Opportunities for Learning</i> (Video). Center for Early Literacy Learning. http://www.earlyliteracylearning.org/ta_pract_video05.php	Video	http://www.earlyliteracylearning.org/ta_pract_video05.php
Methods and Techniques	Including Children with Special Needs: Are You and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use this article to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, K. (2009). <i>Including Children with Special Needs: Are You and Your Early Childhood Program Ready?</i> . Young Children, 64(1), 20-26.	Article	https://s3.amazonaws.com/vermont.gov/sites/ctec/files/Guidance/Including%20Children%20with%20Special%20Needs%20and%20Your%20Early%20Childhood%20Program%20Ready%202019-2020.pdf
Methods and Techniques	Investigating	Includes eight videos illustrating Dr. Jeffrey Trawick-Smith's investigations Curriculum which centers on engaging children in projects on topics selected by children, early childhood professionals and families. (Video Length Ranging from: 10:10 to 12:22)	Eastern Connecticut State University. (n.d.). <i>Investigating</i> . Retrieved from https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html	Video	https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html
Methods and Techniques	National Association for the Education of Young Children (NAEYC) Position Statement: Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through Age 8	Promotes excellence in early childhood education by providing a framework for early childhood professionals to support their development and learning, as well as educational effectiveness, the framework outlines practice that promotes young children's optimal growth, development, and learning.	National Association for the Education of Young Children. (2010). <i>Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through Age 8</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf
Methods and Techniques	Play in Early Childhood: The Role of Play in Any Setting	Play in early childhood is an effective way of supporting responsive relationships, strengthening core life skills and reducing sources of stress. In this video, learn more about how play can foster children's resilience to adversity and how the complex interactions involved when children play help build their brains. (Video Length: 8:11)	Center on the Developing Child Harvard University. (2019). <i>Play in Early Childhood: The Role of Play in Any Setting</i> (Video). Center on the Developing Child Harvard University. https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/	Video	https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
Methods and Techniques	The Universal Design of Early Education: Moving Forward for All Children	Physical and educational principles of Universal Design for Learning are reviewed. Questions for the early childhood professional are included to reflect on implementing Universal Design principles in the early learning classroom.	Conn-Powers, M., Cross, A. F., Traub, E. K., & Hutter-Pishgahi, L. (2006). <i>The Universal Design of Early Education</i> . <i>Beyond the Journal: Young Children on the Web</i> .	Article	https://fog.ucw.edu/sites/fgp.ucw.edu/files/resources/presentations-and-webinars/ConnPowers1762811923.pdf
Methods and Techniques	Circle Time Magazine	Professional development web series for early childhood professionals. The hosts share their expertise, model learning experiences, review young children's literature, and share video examples of young children's learning.	Cultivate Learning. (n.d.). <i>Early Learning Professional Development Packages</i> . Eastern Connecticut State University. Retrieved from https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740	Website	https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740
Observing and Collecting Data	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Cultivate Learning. (n.d.). <i>Early Learning Professional Development Packages</i> . University of Washington. Retrieved from https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740	Website	https://cultivatelearning.wednet.edu/cockecontent.php?path=/n02/ep22/brandguidelines/3931/section/33740
Observing and Collecting Data	Pathways to Cultural Competence Programs 4 Underlying Principles	Defines culture and cultural competence and provides a framework to reflect upon the cultural competence practices within the early learning classroom, included is a detailed cultural competence checklist.	Build Inclusive Rating & Linguistic Competence in Quality Rating & Improvement Systems Initiative & Woods, L. (2013). <i>Pathways to Cultural Competence Programs: 4 Underlying Principles</i> . https://www.earlychildhood.ucy.org/resourceguide/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf	PDF	https://www.earlychildhood.ucy.org/resourceguide/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
Promoting Justice	Advancing Equity in Early Childhood Education	Outlines steps to provide high-quality early care and education programs that build on each child's unique individual and family strengths, cultural background, languages, abilities and experiences and eliminates differences in educational outcomes as a result of who children are, where they live and their physical boundaries.	National Association for the Education of Young Children. (2018). <i>Advancing Equity in Early Childhood Education</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf
Promoting Justice	Anti-Bias Curriculum Tools for Empowering Young Children by Louise Derman-Sparks	Provides practical advice for creating an anti-bias early learning classroom environment, fostering young children's acceptance of and respect for all individuals, and empowering young children to stand up to bias.	Derman-Sparks, L. (1989). <i>Anti-bias curriculum: Tools for empowering young children</i> . National Association for the Education of Young Children.	Textbook	
Promoting Justice	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Division for Early Childhood of the Council for Exceptional Children & National Association for the Education of Young Children. (2009). <i>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/files/positions/DEC_NAEYC_EC_updates05.pdf	Position Statement	http://www.naeyc.org/files/naeyc/files/positions/DEC_NAEYC_EC_updates05.pdf
Promoting Justice	Early Childhood: Fostering Diversity and Inclusion	Describes a model early learning program in regards to diversity and inclusion. (Video Length: 2:27)	Ohio Department of Education. (2018, September 19). <i>OH: Early Childhood: Fostering Diversity and Inclusion</i> (Video). YouTube. https://www.youtube.com/watch?v=EMhY463yI8ab&channel=OhioDepartmentofEducation	Video	