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 outcome 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, serve 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. (2014). CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
Child Development	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
Child Development	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
Child Development	National Center for Pyramid Model Innovations (NCPMI)	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 NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)	Website	https://challengingbehavior.cbcs.usf.edu/index.html
Children with Exceptionalities	Connecticut Parent Advocacy Center Connecticut's Resource for Children with Disabilities	Their mission is to educate, support and empower Connecticut's diverse families of children and youth with disabilities, ages birth to 26, and the professionals who serve them.	Connecticut Parent Advocacy Center Connecticut's Resource for Children with Disabilities. (http://cpacinc.org/)	Website	http://cpacinc.org/
Children with Exceptionalities	IRIS Center	The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.	IRIS Center (https://iris.peabody.vanderbilt.edu/#content)	Learning Modules	https://iris.peabody.vanderbilt.edu/#content
Dual Language Learners	Gathering and Using Language Information That Families Share	Provides statistics on dual language learners in Head Start, what questions to ask families to gather information about their child, and what one can learn and why it matters to collect this information.	Early Childhood Learning & Knowledge Center. (n.d.). Gathering and Using Language Information That Families Share. Head Start. ECLKC. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf	PDF	https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf
Dual Language Learners	Policy Statement on Supporting the Development of Dual Language Learners in Early Childhood Programs	Presents recommendations that promote the development and learning of young children who are dual language learners, ages birth to five years.	U.S. Department of Health and Human Services & U.S. Department of Education. (n.d.). Policy Statement on Supporting the Development of DLL in EC Programs. https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf	Policy Statement	https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf
Dual Language Learners	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
Dual Language Learners	Division for Early Childhood (DEC) Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture	Position Statement	https://www.decdocs.org/position-statement-family-culture
Dual Language Learners	Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports	Includes links to multiple position statements, papers, and reports on the topic of meeting the needs of culturally and linguistically diverse children and their families.	Early Childhood Technical Assistance Center. (n.d.). Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports. https://ectacenter.org/topics/personnel/perscultdiv.asp	Position Statement	https://ectacenter.org/topics/personnel/perscultdiv.asp
Early Intervention / Early Childhood Special Education	Early Intervention Video Library	This video library includes 17 videos pertaining to Individualized Family Service Plan (IFSP) development.	Early Intervention. (n.d.). IFSP Development Video Library [Video]. https://sites.google.com/a/vcu.edu/early-intervention-video-library/ifsp-development	Video	https://sites.google.com/a/vcu.edu/early-intervention-video-library/ifsp-development
Early Intervention / Early Childhood Special Education	Transition from Early Intervention to Preschool: Model IEP Meeting	Illustrates a child's transition Individualized Education Program (IEP) meeting to preschool special education. (Video Length: 14:06)	Utah Parent Center. (2012, July 12). Transition from Early Intervention to Preschool: Model IEP Meeting [Video]. YouTube. https://www.youtube.com/watch?v=MWnbHPMg2EA&ab_channel=UtahParentCenter	Video	https://www.youtube.com/watch?v=MWnbHPMg2EA
Early Learning and Development Standards	Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions	A framework to guide early childhood professionals in a process of monitoring children's progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf
Early Learning and Development Standards	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf	PDF	https://www.ctoec.org/connecticut-documentation-observation-for-teaching-system-ct-dots/ct-dots-documents/
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. (2014). CTELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf
Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
Early Learning and Development Standards	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document 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 early learning environments.	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
Inclusion	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document 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 early learning environments.	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
Family Engagement	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)	Learning Modules	https://connectmodules.dec-sped.org/
Family Engagement	Connecticut Parent Advocacy Center Connecticut's Resource for Children with Disabilities	Their mission is to educate, support and empower Connecticut's diverse families of children and youth with disabilities, ages birth to 26, and the professionals who serve them.	Connecticut Parent Advocacy Center Connecticut's Resource for Children with Disabilities. (http://cpacinc.org/)	Website	http://cpacinc.org/
Family Engagement	Full, Equal and Equitable Partnerships with Families	Presents the definition of family engagement, guiding principles and recommendations for capacity-building and provides examples of evidence-based high-impact strategies for engaging families.	Connecticut State Department of Education. (2018). Full, Equal and Equitable Partnerships with Families. https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families	Website	https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families
Family Engagement	Policy Statement on Family Engagement from the Early Years to the Early Grades	Provides recommendations to early childhood professionals on family engagement.	U.S. Department of Health and Human Services & U.S. Department of Education. (2016). Policy Statement on Family Engagement from the Early Years to the Early. https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf	Policy Statement	https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.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). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
Family Engagement	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
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). Where We Stand on Responding to Linguistic and Cultural Diversity. 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
Family Engagement	Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions	A framework to guide early childhood professionals in a process of monitoring children's progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf
Family Engagement	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf	PDF	https://www.ctoec.org/connecticut-documentation-observation-for-teaching-system-ct-dots/ct-dots-documents/
Family Engagement	Division for Early Childhood (DEC) Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture	Position Statement	https://www.decdocs.org/position-statement-family-culture
Family Engagement	Family Engagement in Action	Links to various NAYEC online articles about family engagement.	National Association for the Education of young Children. (n.d.). Family Engagement in Action. Retrieved from https://www.naeyc.org/resources/topics/family-engagement	Website	https://www.naeyc.org/resources/topics/family-engagement
Family Engagement	Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports	Includes links to multiple position statements, papers, and reports on the topic of meeting the needs of culturally and linguistically diverse children and their families.	Early Childhood Technical Assistance Center. (n.d.). Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports. https://ectacenter.org/topics/personnel/perscultdiv.asp	Position Statement	https://ectacenter.org/topics/personnel/perscultdiv.asp
Family Engagement	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
Fostering Creativity	A Ball for Daisy by Chris Raschka	A Ball for Daisy is a wordless children's picture book that tells the story of a small white dog named Daisy and her favorite red ball. Daisy is so obsessed with the ball that she takes it everywhere with her, sleeps with it, and overall has to be near it constantly. As her owner takes Daisy out for a walk one day, her ball gets snatched by a brown dog wanting to play. Daisy tries her hardest to get the ball back, but the other dog insists on playing with it and accidentally pops it.	Raschka, C. (2011). A ball for Daisy. Random House Digital, Inc.	Children's Literature	
Fostering Creativity	The Golden Glow by Benjamin Flouw	Fox loves nature. There's nothing he enjoys more than reading about and picking flowers. One evening, he comes across a rare specimen in his old botany book - the golden glow, a plant from the Wellhidden family, found only in the mountains. A plant that has yet to be described. Fascinated, Fox decides to set off on a quest in search of the mysterious golden glow. He packs his knapsack, a map, a compass, a flashlight, a sleeping bag and other items for his hike. Along the way, Fox observes many different kinds of trees and plants. He also encounters woodland friends who help him make it to the summit of the mountain. But when Fox eventually stumbles upon the object of his quest, he makes a surprising decision.	Flow, B. (2018). The golden glow. Tundra Books.	Book	
Fostering Creativity	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
Health, Safety and Nutrition	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
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.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning	Website	https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
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). 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). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf	Position Statement	http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.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). Early childhood inclusion: A summary. 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	Including Children with Special Needs: Are Your 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 the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. Young Children, 64(2), 20-26.	Article	https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf
Inclusion	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)	Learning Modules	https://connectmodules.dec-sped.org/
Inclusion	Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs	Provides recommendations to states, local educational agencies (LEAs), schools and early care and educations programs for 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). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf	Policy Statement	https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
Inclusion	National Center for Pyramid Model Innovations (NCPMI)	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 NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)	Website	https://challengingbehavior.cbcs.usf.edu/index.html
Language and Literacy	Mirrors, Windows, and Sliding Glass Doors	When a child has an experience with a book, it is as if they are metaphorically walking through the author and illustrator's door. Books can be windows into someone else's world as well as be a mirror of the child's own world. Learn the importance of all children seeing themselves and their families in the literature they are exposed to.	Reading is Fundamental. (2015). Mirrors, Windows and Sliding Glass Doors. https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf	PDF	https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf
Language and Literacy Development	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)	Learning Modules	https://connectmodules.dec-sped.org/
Language and Literacy Development	Gathering and Using Language Information That Families Share	Provides statistics on dual language learners in Head Start, what questions to ask families to gather information about their child, and what one can learn and why it matters to collect this information.	Early Childhood Learning & Knowledge Center. (n.d.). Gathering and Using Language Information That Families Share. Head Start. ECLKC. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf	PDF	https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf
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). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
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). Where We Stand on Responding to Linguistic and Cultural Diversity. 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
Language and Literacy Development	Learning to Read and Write: Developmentally Appropriate Practices for Young Children - A joint position statement of the International Reading Association and the National Association for the Education of Young Children	Consists of a set of recommendations for teaching practices and public policy, and provides guidance to early childhood professionals teaching young children.	National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF
Language and Literacy Development	Policy Statement on Supporting the Development of Dual Language Learners in Early Childhood Programs	Presents recommendations that promote the development and learning of young children who are dual language learners, ages birth to five years.	U.S. Department of Health and Human Services & U.S. Department of Education. (n.d.). Policy Statement on Supporting the Development of DLL in EC Programs. https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf	Policy Statement	https://www2.ed.gov/about/inits/ed/earlylearning/files/dll-policy-statement-2016.pdf
Language and Literacy Development	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
Language and Literacy Development	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
Language and Literacy Development	Where we stand National Association of Young Children (NAEYC) and the International Reading Association (IRA) on Learning to Read and Write	Two-page summary of Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A joint position statement of the IRA and the NAEYC.	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. 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/WWSSLearningToReadAndWriteEnglish.pdf
Leadership	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). Code of Ethical Conduct and Statement of Commitment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
Leadership	Code of Ethical Conduct Supplement for Early Childhood Adult Educators	Emphasis on 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. (2004). Code of Ethical Conduct Supplement for Early Childhood Adult Educators. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf
Leadership	Connecticut Early Childhood Alliance	Founded in 2002, this statewide organization is committed to improving outcomes in the areas of learning, health, safety and economic security, for children ages birth to eight.	Connecticut Early Childhood Alliance. (http://www.earlychildhoodalliance.com/)	Website	http://www.earlychildhoodalliance.com/
Leadership	Overview: Power to the Profession	Power to the Profession is a national collaboration that defines the early childhood education profession. It has established a Unifying Framework of recommendations on early childhood professionals' roles and responsibilities, aligned preparation and pathways, profession compensation, and a supportive infrastructure with shared accountability.	National Association for the Education of Young Children. (2015). Overview: Power to the Profession. Retrieved from https://www.naeyc.org/our-work/initiatives/profession/overview	Website	https://www.naeyc.org/our-work/initiatives/profession/overview
Leadership	Power to the Profession	Illustrates what Power to the Profession means to experts in the field. (Video Length: 3:47)	Integrated Web Strategy. (2019, February 22). Power to the Profession [Video]. YouTube. https://www.youtube.com/watch?app=desktop&v=vh_N47FckDk&feature=youtu.be&ab_channel=IntegratedWebStrategy	Video	https://www.youtube.com/watch?app=desktop&v=vh_N47FckDk&feature=youtu.be
Leadership	Teaching the NAEYC Code of Ethical Conduct: A Resource Guide by Eva Moravcik, Nancy K. Freeman and Stephanie Feeney	Provides information and guidance to support early childhood professionals learn about professional ethics and the National Association of Education for Young Children (NAEYC) Code of Ethical Conduct. Full of engaging, 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.	Moravcik, E., Freeman, K. N., & Feeney, S. (n.d.). Teaching the NAEYC Code of Ethical Conduct: A Resource Guide by Eva. National Association for the Education of Young Children. https://www.naeyc.org/resources/pubs/books/teaching-naeyc-code-revised-edition	Textbook	
Leadership	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
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.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning	Website	https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
Methods and Techniques	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)	Learning Modules	https://connectmodules.dec-sped.org/
Methods and Techniques	Early Childhood Mathematics: Promoting Good Beginnings: A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Council of Teacher Mathematics (NCTM)	Identifies ten research-based, essential recommendations to guide early learning classroom practice, as well as four recommendations for policies, systems changes, and other actions needed to support these practices.	National Association for the Education of Young Children. (2010). Early Childhood Mathematics: Promoting Good Beginnings. NAEYC. NCTM. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf
Methods and Techniques	Early Childhood SRBI Embedded Strategies Manual (Pages 1-14 only, latter pages correspond with a curriculum framework Connecticut no longer utilizes)	Provides evidence-based teaching behavior strategies for supporting the learning and development of young children.	The Connecticut Department of Education. (2011). Early Childhood SRBI Embedded Strategies Manual. http://mtbstraining.pbworks.com/w/file/fetch/110190673/earlychildhood_srbi_manual.pdf	PDF	http://mtbstraining.pbworks.com/w/file/fetch/110190673/earlychildhood_srbi_manual.pdf
Methods and Techniques	Including Children with Special Needs: Are Your 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 the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. Young Children, 64(2), 20-26.	Article	https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf
Methods and Techniques	IRIS Center	The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.	IRIS Center (https://iris.peabody.vanderbilt.edu/#content)	Learning Modules	https://iris.peabody.vanderbilt.edu/#content
Methods and Techniques	Learning to Read and Write: Developmentally Appropriate Practices for Young Children - A joint position statement of the International Reading Association and the National Association for the Education of Young Children	Consists of a set of recommendations for teaching practices and public policy, and provides guidance to early childhood professionals teaching young children.	National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF
Methods and Techniques	National Association for the Education of Young Children (NAEYC) Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8	Promotes excellence in early childhood education by providing a framework for best practice. Grounded in research on child development and learning, as well as educational effectiveness, the framework outlines practice that promotes young children's optimal learning and development.	National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. 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	National Science Teachers Association (NSTA) Position Statement: Early Childhood Science Education	Describes key principles and identifies recommended strategies early childhood professionals must understand and implement. This position statement focuses on young children ages three to five but acknowledges the importance of exploratory play and active engagement for young children between the ages of birth to three,	National Science Teaching Association. (2014). National Science Teachers Association (NSTA) Position Statement: Early Childhood Science Education. https://www.nsta.org/nstas-official-positions/early-childhood-science-education	Position Statement	https://www.nsta.org/nstas-official-positions/early-childhood-science-education
Methods and Techniques	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
Methods and Techniques	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf
Methods and Techniques	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Dual Language Learners	A companion resource to the Dual Language Development Framework found within the CT ELDS. It provides information about dual language learner development as well as strategies for supporting the learning and development of young children who are dual language learners.	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Dual Language Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Dual-Language-Learners.pdf
Methods and Techniques	Supporting All Children Using the Connecticut Early Learning and Development Standards (CT ELDS) Meeting the Needs of Diverse Learners	A companion document to the CT ELDS, the intent of this document is to provide guidance for supporting young children with disabilities. This document 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 early learning environments.	Connecticut Office of Early Childhood. (2006). Supporting All Children Using the Connecticut Early Learning & Development Standards: Meeting the Needs of Diverse Learners. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
Methods and Techniques	What Can Teachers Do To Make the Classroom Environment More Conducive to Children's Learning and Development?	From the IRIS center, this learning module focuses on providing a safe, responsive, and nurturing environment for young children as an important part of supporting their learning and development.	Schwartz, I. (n.d.). What Can Teachers Do To Make the Classroom Environment More Conducive to Children's Learning and Development? IRIS Center. https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/	Learning Modules	https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/
Observing and Collecting Data	Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions	A framework to guide early childhood professionals in a process of monitoring children's progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf	PDF	https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf
Observing and Collecting Data	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf	PDF	https://www.ctoec.org/connecticut-documentation-observation-for-teaching-system-ct-dots/ct-dots-documents/
Observing and Collecting Data	Including Children with Special Needs: Are Your 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 the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. Young Children, 64(2), 20-26.	Article	https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf
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 Improving Cultural & Linguistic Competence in Quality Rating & Improvement Systems Initiative & Woods, T. (2012). Pathways to Cultural Competence Programs: 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf	PDF	https://www.earlychildhoodnyc.org/resourceguide/resources/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 what resources their families have.	National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education. 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	All Are Welcome by Alexandra Penfold	Discover a school where, no matter what, young children have a place, have a space, and are loved and appreciated. Follow a group of children through their school day, where everyone is welcomed with open arms. A school where students from all backgrounds learn from and celebrate each other's traditions.	Penfold, A. (2018). All are welcome. Knopf Books for Young Readers.	Children's Literature	
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). 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). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf	Position Statement	http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
Promoting Justice	Including Children with Special Needs: Are Your 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 the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Watson, A., & McCathren, R. (2009). Including Children with Special Needs: Are You and Your Early Childhood Program Ready?. Young Children, 64(2), 20-26.	Article	https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf
Promoting Justice	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 Improving Cultural & Linguistic Competence in Quality Rating & Improvement Systems Initiative & Woods, T. (2012). Pathways to Cultural Competence Programs: 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf	PDF	https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
Promoting Justice	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). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
Promoting Justice	Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum	This article is an excerpt of the second edition of Anti-Bias Education for Young Children and Ourselves, by Louise Derman-Sparks and Julie Olsen Edwards. It focuses on the four core goals of anti-bias education which include: identity, diversity, justice, and activism.	National Association for the Education of Young Children. (2019). Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum. Young Children. Retrieved from https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias	Website	https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias
Promoting Justice	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
Promoting Justice	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). Where We Stand on Responding to Linguistic and Cultural Diversity. 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
Promoting Justice	Division for Early Childhood (DEC) Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture	Position Statement	https://www.decdocs.org/position-statement-family-culture
Promoting Justice	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). Early childhood inclusion: A summary. 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
Promoting Justice	Marisol McDonald Doesn't Match by Monica Brown	Marisol McDonald has flaming red hair and nut-brown skin. Polka dots and stripes are her favorite combination. She prefers peanut butter and jelly burritos in her lunch box. And don't even think of asking her to choose one or the other activity at recess—she'll just be a soccer playing pirate princess. To Marisol McDonald, these seemingly mismatched things make perfect sense together. Unfortunately, they don't always make sense to everyone else. Other people wrinkle their nose in confusion at Marisol. In a world where everyone tries to put this biracial, Peruvian-Scottish-American girl into a box, Marisol McDonald doesn't match. And that's just fine with her.	Brown, M. (2011). Marisol McDonald doesn't match. Lee & Low.	Children's Literature	
Promoting Justice	Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports	Includes links to multiple position statements, papers, and reports on the topic of meeting the needs of culturally and linguistically diverse children and their families.	Early Childhood Technical Assistance Center. (n.d.). Meeting the Needs of Culturally and Linguistically Diverse Families: Position Statements, Papers and Reports. https://ectacenter.org/topics/personnel/perscultdiv.asp	Position Statement	https://ectacenter.org/topics/personnel/perscultdiv.asp
Promoting Justice	Mirrors, Windows, and Sliding Glass Doors	When a child has an experience with a book, it is as if they are metaphorically walking through the author and illustrator's door. Books can be windows into someone else's world as well as be a mirror of the child's own world. Learn the importance of all children seeing themselves and their families in the literature they are exposed to.	Reading is Fundamental. (2015). Mirrors, Windows and Sliding Glass Doors. https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf	PDF	https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf
Promoting Social and Emotional Competence	A Ball for Daisy by Chris Raschka	A Ball for Daisy is a wordless children's picture book that tells the story of a small white dog named Daisy and her favorite red ball. Daisy is so obsessed with the ball that she takes it everywhere with her, sleeps with it, and overall has to be near it constantly. As her owner takes Daisy out for a walk one day, her ball gets snatched by a brown dog wanting to play. Daisy tries her hardest to get the ball back, but the other dog insists on playing with it and accidentally pops it.	Raschka, C. (2011). A ball for Daisy. Random House Digital, Inc.	Children's Literature	
Promoting Social and Emotional Competence	Position Statement on Challenging Behavior and Young Children - Executive Summary	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	Division For Early Childhood. (2017). Position Statement on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav	Position Statement	https://www.decdocs.org/executive-summary-challenging-behav
Promoting Social and Emotional Competence	Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC)	This statement defines "challenging behavior" and "social-emotional competence," provides a summary of DEC's position on the identification of and intervention with challenging behavior, and offers recommendations to early childhood professionals about positive approaches to preventing and addressing challenging behavior.	Division for Early Childhood of the council for Exceptional Children. (2017). Position Statement on Challenging Behavior and Young Children: Division of Early Childhood (DEC). https://challengingbehavior.cbcs.usf.edu/docs/DEC_PositionStatement_ChallengingBehavior.pdf	Position Statement	https://challengingbehavior.cbcs.usf.edu/docs/DEC_PositionStatement_ChallengingBehavior.pdf
Promoting Social and Emotional Competence	Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum	This article is an excerpt of the second edition of Anti-Bias Education for Young Children and Ourselves, by Louise Derman-Sparks and Julie Olsen Edwards. It focuses on the four core goals of anti-bias education which include: identity, diversity, justice, and activism.	National Association for the Education of Young Children. (2019). Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum. Young Children. Retrieved from https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias	Website	https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias
Promoting Social and Emotional Competence	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/
Promoting Social and Emotional Competence	All Are Welcome by Alexandra Penfold	Discover a school where, no matter what, young children have a place, have a space, and are loved and appreciated. Follow a group of children through their school day, where everyone is welcomed with open arms. A school where students from all backgrounds learn from and celebrate each other's traditions.	Penfold, A. (2018). All are welcome. Knopf Books for Young Readers.	Children's Literature	
Promoting Social and Emotional Competence	Marisol McDonald Doesn't Match by Monica Brown	Marisol McDonald has flaming red hair and nut-brown skin. Polka dots and stripes are her favorite combination. She prefers peanut butter and jelly burritos in her lunch box. And don't even think of asking her to choose one or the other activity at recess—she'll just be a soccer playing pirate princess. To Marisol McDonald, these seemingly mismatched things make perfect sense together. Unfortunately, they don't always make sense to everyone else. Other people wrinkle their nose in confusion at Marisol. In a world where everyone tries to put this biracial, Peruvian-Scottish-American girl into a box, Marisol McDonald doesn't match. And that's just fine with her.	Brown, M. (2011). Marisol McDonald doesn't match. Lee & Low.	Children's Literature	
Promoting Social and Emotional Competence	Mirrors, Windows, and Sliding Glass Doors	When a child has an experience with a book, it is as if they are metaphorically walking through the author and illustrator's door. Books can be windows into someone else's world as well as be a mirror of the child's own world. Learn the importance of all children seeing themselves and their families in the literature they are exposed to.	Reading is Fundamental. (2015). Mirrors, Windows and Sliding Glass Doors. https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf	PDF	https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf
Promoting Social and Emotional Competence	National Center for Pyramid Model Innovations (NCPMI)	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 NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)	Website	https://challengingbehavior.cbcs.usf.edu/index.html
Social Emotional Wellbeing and Competence	Center on the Developing Child, Harvard University	The Center's mission is to drive science-based innovation that achieves breakthrough outcome 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, serve 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/
STEM	Early Childhood Mathematics: Promoting Good Beginnings: A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Council of Teacher Mathematics (NCTM)	Identifies ten research-based, essential recommendations to guide early learning classroom practice, as well as four recommendations for policies, systems changes, and other actions needed to support these practices.	National Association for the Education of Young Children. (2010). Early Childhood Mathematics: Promoting Good Beginnings. NAEYC. NCTM. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf	Position Statement	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf
STEM	National Science Teachers Association (NSTA) Position Statement: Early Childhood Science Education	Describes key principles and identifies recommended strategies early childhood professionals must understand and implement. This position statement focuses on young children ages three to five but acknowledges the importance of exploratory play and active engagement for young children between the ages of birth to three,	National Science Teaching Association. (2014). National Science Teachers Association (NSTA) Position Statement: Early Childhood Science Education. https://www.nsta.org/nstas-official-positions/early-childhood-science-education	Position Statement	https://www.nsta.org/nstas-official-positions/early-childhood-science-education
STEM	The Golden Glow by Benjamin Flouw	Fox loves nature. There's nothing he enjoys more than reading about and picking flowers. One evening, he comes across a rare specimen in his old botany book - the golden glow, a plant from the Wellhidden family, found only in the mountains. A plant that has yet to be described. Fascinated, Fox decides to set off on a quest in search of the mysterious golden glow. He packs his knapsack, a map, a compass, a flashlight, a sleeping bag and other items for his hike. Along the way, Fox observes many different kinds of trees and plants. He also encounters woodland friends who help him make it to the summit of the mountain. But when Fox eventually stumbles upon the object of his quest, he makes a surprising decision.	Flow, B. (2018). The golden glow. Tundra Books.	Book	
Understanding and Guiding Children's Behavior	National Center for Pyramid Model Innovations (NCPMI)	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 NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)	Website	https://challengingbehavior.cbcs.usf.edu/index.html
Understanding and Guiding Children's Behavior	Position Statement on Challenging Behavior and Young Children - Executive Summary	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	Division For Early Childhood. (2017). Position Statement on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav	Position Statement	https://www.decdocs.org/executive-summary-challenging-behav
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Understanding and Guiding Children's Behavior	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Virtual Lab School. (https://www.virtuallabschool.org/)	Learning Modules	https://www.virtuallabschool.org/