Meeting Early Childhood Professional Preparation Standards with a Service Engagement Model
Professional Preparation Standards

National Recognition with Accreditation
1: PROMOTING CHILD DEVELOPMENT & LEARNING
2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES
5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
6: BECOMING A PROFESSIONAL

Source: NAEYC, 2011.
| 2a. | know about, understand, and value the importance and complex characteristics of children’s families and communities. |
| 2b. | create respectful, reciprocal relationships that support and empower families. |
| 2c. | involve all families in their children’s development and learning. |

Source: NAEYC, 2011.
Purdue North Central: Education Department
NCATE/CAEP Accreditation
Effective educators committed to continuous growth & educational reform.
Service Engagement in Early Childhood

FURCO Diagram, by Andrew Furco

Service Engagement (Service Learning)

Recipient → Beneficiary → Provider

Service → Focus → Learning

Service Learning

Community Service

Volunteerism

Field Education

Internship

Service Learning

Sources: Furco, 2000; Jamison & McCracken, 2007
- Classroom observations
- One-on-one intervention
- Developmental screening
- Field experiences:
  - Teaching methods courses
  - Practicum
  - Student Teaching
Service-Learning Course
Child, School, Family and Community Partnerships
Service-Learning at PNC

- Credit-bearing
- Educational
- Organized service activity
- Understanding of course content, appreciation of the discipline, enhanced sense of civic responsibility

Source: PNC CSSL, Adapted from Bringer & Hatcher, 1996
EDCI 276: Child, Family, School and Community Partnerships
Education Department
Purdue University North Central

Conceptual Framework

Influences of Society

Collaborating with the Community

Partnering with Families

Understanding the Child

Self-Reflection

Adapted from Bronfenbrenner, 1994
Research Project

Indiana Campus Compact Sponsored Research
Early Childhood Professional Development and Service-Learning

- Early Childhood Education candidates & Community Partners
- Qualtrics Surveys
- Focus Groups

Findings: Service-learning projects provided candidates opportunities to meet multiple professional standards and also for capacity-building among community partners.

Source: Eisenhauer & Newsham, 2014
52% of the CPs reported that the project enhanced the offerings of services they were able to provide.

43% indicated that they made new connections and networks with other community groups because of the project.

Source: Eisenhauer & Newsham, 2014
Child Development & Learning
(NAEYC Standard 1)

Early Childhood Candidates:
- I worked with four and five year olds and one and two year olds.... I got to see the difference between two age groups which I liked
- Working with each kid you learn something different about them and their family

Community Partners:
- Noted that teacher candidates worked with “Different ages and styles... learning is a process that not everyone will learn this skill on this day and I think that's really important that working with kids is not easy no matter what level”
- Described a specific incident where a candidate learned about possible factors that influence development and how to address an issue, such as biting, “we walked her through what she would do if she got the parent and walk through the biting techniques”

Source: Eisenhauer & Newsham, 2014
Early Childhood Candidate: “you are building relationships then because once that child feels like you know them and you know their culture you're kind of really building the relationship there.”

Source: Eisenhauer & Newsham, 2014
An obstacle for me, I grew up in a dominant Caucasian environment so I really never grew up around different ethnicities and even up until starting this early childhood education program, I never had never really been around different ethnicities so it was a huge learning experience for me to learn about the difference cultures...

It was very eye opening...trying to figure out you know learn myself why they're doing the things that they do.

Source: Eisenhauer & Newsham, 2014
Questions?

Start your child on the road to reading.

Try this:

- Point to the letters painted on the ground. Say the sound each letter makes.
- Think of words or names that start with A, B or C.
- Point and say, “I see a tree. What rhymes with tree?” Take turns.

Trail tip: Playing with letters and sounds helps children get ready to read.

Purdue University North Central

bomlearning.org
References


Eisenhauer, M.J. & Newsham, T.K. (2014). *Early childhood professional development and service-learning.* Manuscript in preparation, Education Department, Purdue University North Central, Westville, IN, USA.


Mary Jane Eisenhauer, Ed.D.
Associate Professor, Early Childhood Education
Purdue University North Central
Senior Faculty Fellow, 2014 – 2015
Indiana Campus Compact

e: meisenhauer@pnc.edu
p: 219.785.5637