

College of Education Early Childhood Program Update

ECE Bachelors Degree

Blended ECE and ECSE Degree

- Birth through age 8

Initial PTSB Licensure – Birth-3rd Grade

- Early Childhood Special
Education Birth-5 Endorsement

Distance and campus options

- Notice of intent – December 15th
- Feasibility Study and Pro Forma Budget
- Request for Authorization
- Campus Review
- Letter of Commitment from Provost

Grant Award: Secondary analyses of Head Start & Early Head Start Data



Predictors of Native American Children's Social Emotional Outcomes: A Strengths-Based Approach

- 2019-2020 AI/AN Head Start Family and Community Experiences data set
- 18-month, \$100,000 grant
- Partnering with Winnebago Tribe of Nebraska and University of Nebraska-Lincoln
- Share findings with tribal Head Starts and Early Care and Education Centers to aid in supporting culturally appropriate programming.



WYOMING EDUCATION SAVINGS ACCOUNT

PRESCHOOL CERTIFICATION

Pre-kindergarten programs participating in the Education Savings Account are required to demonstrate that they provide instruction necessary for preparation to enter kindergarten. The following evidence-based domains have been identified as essential for kindergarten preparation and long-term academic success.

This certification process includes three tools for programs to demonstrate adherence to Wyoming Early Learning Standards and evidence-informed practices that contribute to optimal pre-kindergarten learning environments. The three tools include: a self-assessment, portfolio of evidence, and family survey.

Self-Assessment

The self-assessment allows pre-kindergarten programs to reflect on their effectiveness in providing an optimal learning environment, allowing for continuous improvement opportunities.

Portfolio of Evidence

The portfolio of evidence contains artifacts that demonstrate the pre-kindergarten program's adherence to Wyoming's Early Learning Standards and evidence-informed practices.

Family Survey

The family survey gathers feedback about the experiences of children and families and provides supporting evidence of a program's effectiveness.

In order to receive certification, all three components must be complete and present.

CURRICULUM AND TEACHING

The Curriculum & Teaching Domain in pre-kindergarten settings measures how well the program's curriculum and teaching practices support children's learning and development. This domain evaluates the alignment of curriculum with state standards, the integration of developmental domains, and the effectiveness of teaching strategies that promote play-based and exploratory learning.

Curriculum: Assesses the intentional design and alignment of the curriculum with the **Wyoming Early Learning Standards**, ensuring that all domains of development (physical, cognitive, communication, social/emotional) are supported. It evaluates the extent to which the curriculum is comprehensive, play-based, and inclusive of diverse learners.

	Exceeds	Meets	Emerging
CT1	<input type="checkbox"/> The program curriculum is intentionally aligned with the Wyoming Early Learning Standards. Planning, teaching, and assessment tools are continually evaluated to ensure alignment is maintained in practice.	<input type="checkbox"/> The program curriculum is intentionally aligned with the Wyoming Early Learning Standards.	<input type="checkbox"/> The program is working to align curriculum with the Wyoming Early Learning Standards.
CT2	<input type="checkbox"/> The program uses a comprehensive curriculum that supports all domains of development (physical, cognitive, communication, social/emotional) and approaches to learning. Learning is play-based and integrated across all domains and content areas.	<input type="checkbox"/> The curriculum supports all domains of development (physical, cognitive, communication, social/emotional) and approaches to learning. Learning is play-based and integrated across most domains and content areas.	<input type="checkbox"/> The curriculum identifies domains of development (physical, cognitive, communication, social/emotional). Learning is play-based and integrated across some domains and content areas.
CT3	<input type="checkbox"/> The curriculum is focused on helping children achieve appropriate developmental goals, and supports diverse learners using inclusive practices.	<input type="checkbox"/> The curriculum is focused on helping children achieve appropriate developmental goals, and includes some supports for diverse learners.	<input type="checkbox"/> The curriculum includes general learning goals.

CURRICULUM AND TEACHING

Measures how well the program's curriculum and teaching practices support children's learning and development. This domain evaluates the alignment of curriculum with state standards, the integration of developmental domains, and the effectiveness of teaching strategies that promote play-based and exploratory learning.

CT1	Curriculum: Assesses the intentional design and alignment of the curriculum with the Wyoming Early Learning Standards , ensuring that all domains of development (physical, cognitive, communication, social/emotional) are supported. It evaluates the extent to which the curriculum is comprehensive, play-based, and inclusive of diverse learners.
Evidence should show that the curriculum aligns with the Wyoming Early Learning Standards and supports all domains of child development (physical, cognitive, communication, social/emotional).	
Portfolio documentation could include: <ul style="list-style-type: none">Curriculum overview or lesson plans that highlight alignment with state standards.Documentation of play-based learning activities that integrate multiple domains (photos of learning centers designed to support exploration across developmental areas).Copies of lesson plans that show how teachers intentionally align activities with developmental goals.	
<input type="checkbox"/> Artifacts included: <input type="checkbox"/>	

CT2	Teaching: Evaluates how teachers implement the curriculum through intentional, play-based, and exploratory learning strategies. It also looks at how teachers balance different types of learning opportunities and modify activities based on children's needs and interests.
Evidence should demonstrate how teachers implement the curriculum through structured play, varied learning opportunities, and responsiveness to children's needs and interests.	
Portfolio documentation could include: <ul style="list-style-type: none">Lesson plans showing a balance of individual, small group, and large group activities.Photos of active learning setups (e.g., inquiry-based learning centers or outdoor exploration).Documentation of how teachers modify activities based on children's interests or developmental needs (e.g., teacher reflections, adaptations for diverse learners).Classroom schedule that reflects a variety of group settings, appropriate length of activities, and a balance of learning opportunities.	
<input type="checkbox"/> Artifacts included: <input type="checkbox"/>	

ANONYMOUS FAMILY SURVEY

Please fill out this optional survey as part of the preschool certification process for the Wyoming Education Savings Account Act. Your anonymous and confidential responses will be used for program evaluation and improvement.

- Does your child feel welcome and valued in the classroom?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know
- Do teachers interact positively with your child and encourage their strengths?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know
- Does your child have opportunities to make friends and build relationships with other children?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know
- Does the program/preschool keep you informed about your child's progress and include you in activities?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know
- Do teachers provide activities that help your child grow and learn through play?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know
- Do the teachers provide different types of activities that let your child explore and learn?
 - ☐ Always
 - ☐ Most of the time
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't know



UWECEC

Classrooms: 7 (1 infant, 2 toddler, 3 preschool, 1 school-age)

Children: 73 full-time, 13 school-age

Staff: 48 (6 lead teachers, 12 assistants, 30 part-time teaching aides)

Students: 55 students completing practicum experiences this semester, including 3 interns.





Connecting Wyoming early childhood educators and caregivers through meaningful learning

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RESOURCES

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COMMUNITY



Lauren Carlisle
Senior Program Coordinator



Char Norris
Learning Specialist



Kara Cossel
Learning Specialist



Kelce Eckhardt
Learning Specialist



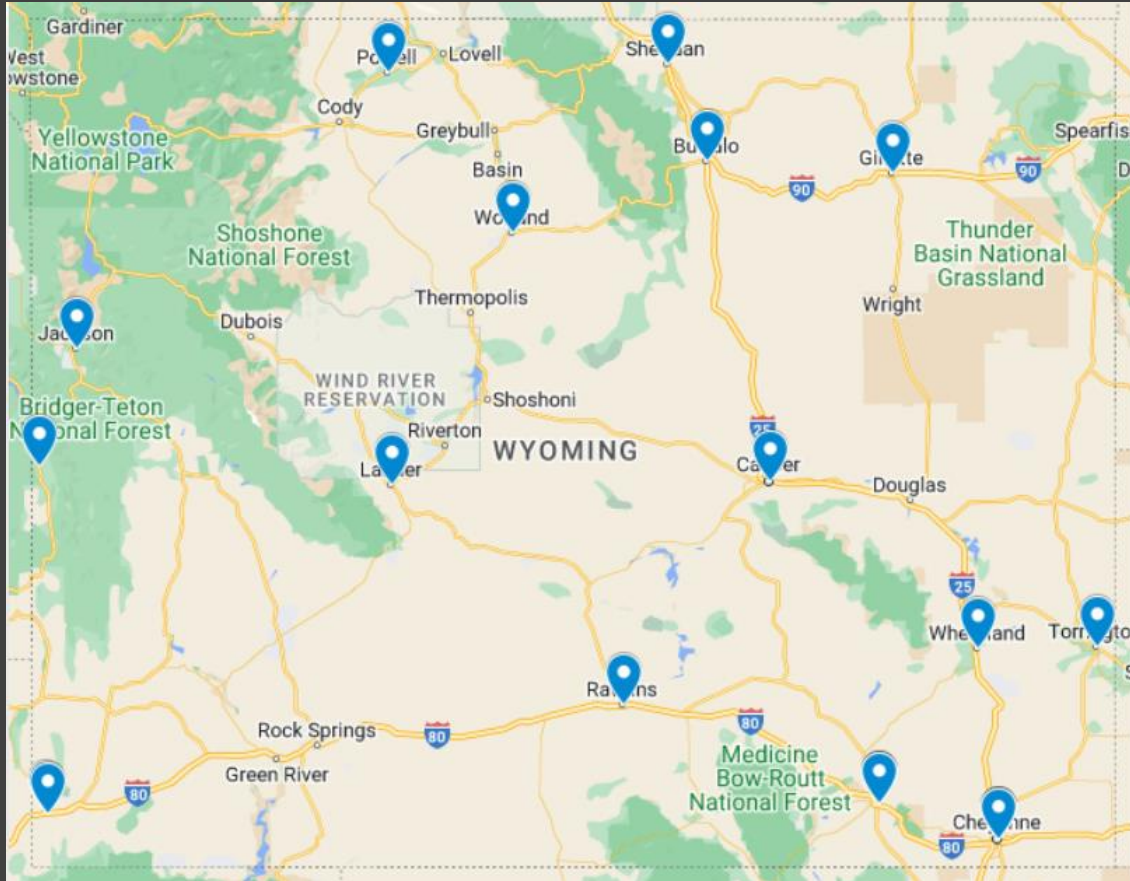
Taylor Dory
Learning Specialist



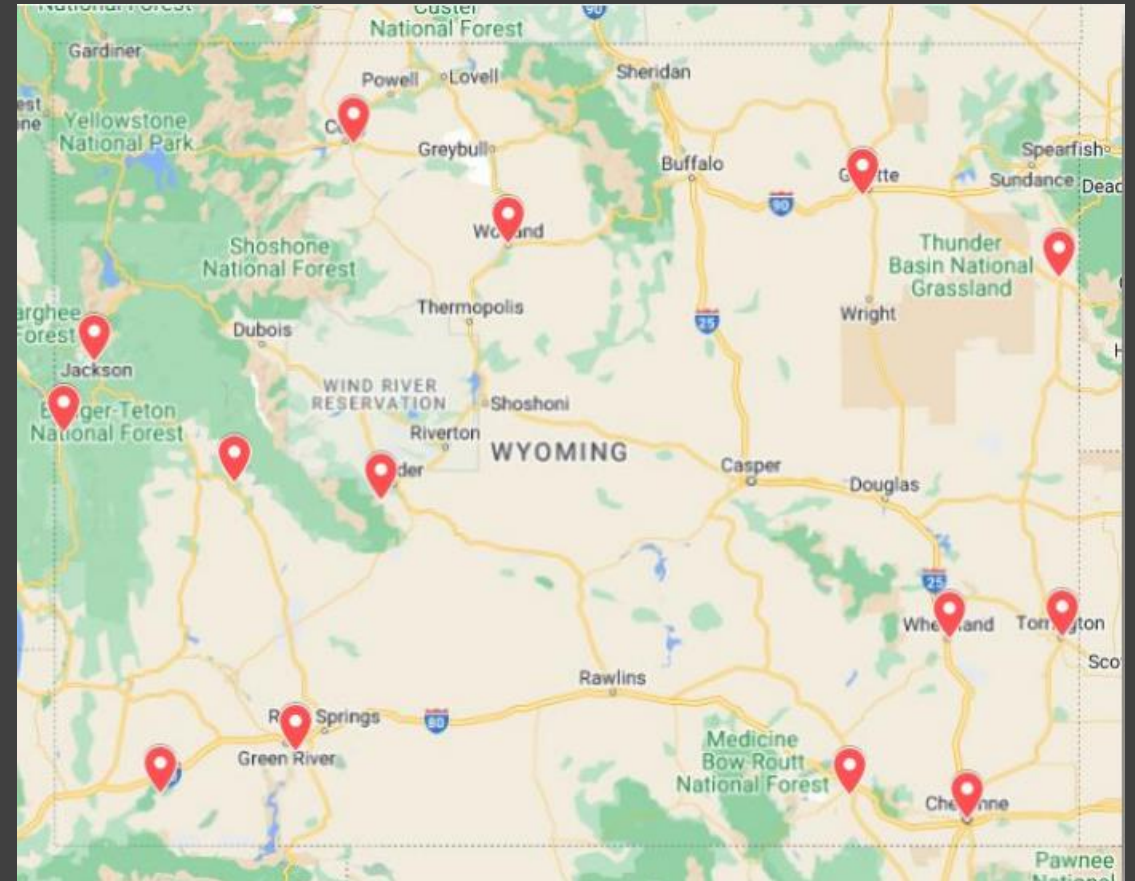
Tyler Gonzalez
Learning Specialist

WYECPLC Outreach

April-June 2024



July-September 2024



Reggio Emilia Italy – May 2025

Next meeting: November 14th

Contact Dr. Marisa Macy for more information
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