Name: Leanne Spromberg

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Course Number: 583

Module Number: 6

**EDUC 583 Assignment: Trends and Issues Analysis**

The significance of paradigm shifts in education of all facilities that culminate change and treat students and their family’s with dignity are too often halted by lack of funding to follow effective implementation. Building policy that blocks access to interventions that work. The evidence in results of what works in supporting children is not always of interest because the bottom line of finance is impacted (VanDerHeyden & Harvey, 2012).

The effects of what works ethically and what measurable moral needs still exist are prevalent in each of these readings. Understanding the behavior and communities individual needs are the forefront of what was not working well. With this information, the extra efforts to meet children’s needs with additional intervention are costly and do not seem to create positive change in the learner's process. Often positive change does not occur because of the implementation of the standards outlined within the code of ethics.

I feel truly honored and blessed to assist parents in providing care for the newest addition to their family. I am certified in newborn care, experienced in early childhood education, and knowledgeable in the prenatal-birth-perinatal cycle. With each role, I establish plans with parents that provide a brave space for personal service, bespoke childcare, careful observation, and documentation. I leverage exceptional communication skills and business experience with notable success in childcare. My goal is to make human connections to seamlessly provide perinatal, doula, and early childhood educator services while empowering and educating communities. Each day, I provide dedicated, personalized, full-time care to infants ranging in age from birth through 6 months and I specialize in sibling care to the growing family. Troubleshooting potential areas of concern in the areas of health, development, feeding, sleeping habits, and transition for the new family.

The space I strive to create allows for collaborative and supportive relationships enabling me to provide access to my services to underserved families; to be an advocate so that their growing family is supported in transition by high-quality care.

I believe every child should be encouraged to be curious and to experiment in their environment because exploratory learning is how they make sense of the world.  I offer support to growing a child’s confidence, by creating a collaborative and linguistically rich environment, which is a principle in the learning process. As Lev Vygotsky said, “The children grow into the intellectual life around them.”

Fostering an environment filled with love that’s underpinning encourages children to be inquisitive and invites children to enter and cocreate brave spaces to learn in is important. I assist children in organizing their thinking using inquiry as a basis of learning and provide feedback that is timely and actionable. Children’s marvelous mistakes provide data to shape individual needs, their mistakes do not define their abilities.

Two early childhood advocacy organizations are Washington State Authority and Open Arms Perinatal Services both support access to doulas, educators, emotional support, information, and resources to all growing families. Maternal and fetal death are three times higher in black women than those of their white counterparts.

[Doulas | Washington State Health Care Authority](https://www.hca.wa.gov/billers-providers-partners/program-information-providers/doulas)

[Open Arms Perinatal Services - Community-based support for the families who need it most.](https://openarmsps.org/)

FamilyWorks is another crucial organization in Seattle with a food bank and family resource center in the same building. Because of this unique blend of services, neighbors and families have access to nutritious groceries at both their Greenwood and Wallingford Food Banks, as well as a wide array of programs and resources at our Wallingford Family Resource Center.

Through their food banks, families and individuals can receive fresh produce, dairy, proteins, and more, once a week at each location. They also offer a Grocery Delivery Program for home-bound adults, “No-Cook” or Emergency Food Bags for our neighbors struggling with housing insecurity, and “PowerPacks” for local students to stay well-nourished over the weekend.

At their Family Resource Center, families and individuals are creating a vibrant community through playgroups, participant-led workshops, and other community programs. Their Family Resource Center also offers other basic resources such as children’s clothing and diapers, broader support in referrals and connections to other services, WIC Nutritionist appointments, and more.

Link: https://familyworksseattle.org/family-resource-center/ (Links to an external site.)

Phone: (206) 694-6727

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**Trends and Issues Analysis: Self-Assessment**

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| **NAEYC/ Standards** | **OUTSTANDING** | **ACCEPTABLE** | **UNACCEPTABLE** | **Self** |
| **(Exceeds expectations) 14-15 pts.** | **(Meets expectations) 9-13 pts.** | **(Below expectations) 0-8 pts.** | **Points** |
| BECOMING A PROFESSIONAL 6a. Identifying and involving oneself with the early childhood field | Demonstrated an important, meaningful connection to an issue involving young children through a well-articulated and informed reflection on the significance of advocacy issue researched. Clear demonstration of applied knowledge from review of the Children’s Defense Fund. | Demonstrated a connection to an issue involving young children through an informed reflection on the significance of advocacy issue researched. Could benefit from further detail or elaboration. | Minimal or missing content is provided. |  |
| BECOMING A PROFESSIONAL 6b. Knowing about and upholding ethical standards and other professional guidelines | Provided advanced, well-articulated and informed application of the NAEYC Code of Ethical Conduct to the context of chosen issue. | Provided adequate application of the NAEYC Code of Ethical Conduct to the context of chosen issue. | Minimal or missing content is provided. |
| BECOMING A PROFESSIONAL 6d. Integrating knowledgeable, reflective, and critical perspectives on early education | **(Exceeds expectations) 14-15 pts.** | **(Meets expectations) 9-13 pts.** | **(Below expectations) 0-8 pts.** | **Points** |
| Provided advanced descriptions of issues in early care and education from the legislative search and chosen topic | Provided adequate descriptions of issues in early care and education from the legislative search and chosen topic | Provided minimal or no descriptions of issues in early care and education from the legislative search and chosen topic |  |
| BECOMING A PROFESSIONAL 6e. Engaging in informed advocacy for children and the profession | Provided mature letter to legislator supporting position on chosen issue | Provided acceptable letter to legislator supporting position on chosen issue | Provided letter to legislator that provided minimal or no position on chosen issue |
| BECOMING A PROFESSIONAL 6c. Engaging in continuous, collaborative learning to inform practice | **(Exceeds expectations) 4-5 pts.** | **(Meets expectations) 2-3 pts.** | **(Below expectations) 0-1 pts.** | **Points** |
| Thoughtful reflection is provided on intent to continue to serve as an advocate for young children in the community. Specific and meaningful steps are laid out for moving forward. | Reflection is provided on intent to continue to serve as an advocate for young children in the community. Could benefit from further detail and/or elaboration. | Minimal or missing content is provided. |  |
| **Supportive** **Skills** | **OUTSTANDING** | **ACCEPTABLE** | **UNACCEPTABLE** | **Self** |
| **(Exceeds expectations) 4-5 pts.** | **(Meets expectations) 2-3 pts.** | **(Below expectations) 0-1 pts.** | **Points** |
| Self-assessment and self-advocacy | Completed trends and issues analysis grading rubric and provided reflection on own performance that was consistent with instructor evaluation | Less than 80% of rubric completed, reflection did not touch on key areas and performance was only partially consistent with instructor evaluation | Did not complete a rubric or self-evaluation was not consistent with instructor evaluation |  |
| Written & verbal communication skills | Followed instructions and had few or no English mechanics errors | Adequate adherence to instructions and had no more than 6 English mechanics errors | Instructions not followed and had 7 or more English mechanics errors |
| Identifying and using professional resources | Used advanced internet skills to research issues through the legislature | Used adequate internet skills to research issues through the legislature | Used minimal or no skills to research issues through the legislature |