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Free Faculty Professional Development Opportunities

Each offering in the Faculty Finds Professional Learning Series includes new content and instructional approaches to a specific topic, as well as opportunities to learn from and with other early childhood instructors. Here are the 2025 offerings, as well as access to the resources from recent sessions. All sessions will be recorded so they may also be a resource for instructors who cannot join the live conversations.

You Still Have Time to Register for This One!

Thursday, April 10, 2025
11 am-12:30 pm PT/2 pm-3:30 pm ET
Register Now
Creating Caring Learning Communities – Learn about opportunities to help each adult learner feel welcome enough to learn and succeed. Then learn about how those students can apply what they've learned to children who are diverse learners and their families.

Available for You to Use

Universal Design for Learning (UDL), Part 1 – Get details about how to use these UDL practices to support your decisions about effective course design, organization, and delivery.
https://drive.google.com/drive/folders/1T_PjDAwRFzFv2CRkMjEqGkOUG99U9lxz?usp=drive_link

Universal Design for Learning (UDL), Part 2 – Discover examples of how to prepare your students to discover, practice, and apply UDL principles through learning opportunities and assignments.
https://drive.google.com/drive/folders/1e4hYCBQZex3kTPEzmD_XsHrmnDsmHUis

Assignment Makeovers – Do you want to promote cohesion across the assignments in a course? Transform an assignment to summarize an article into an opportunity to learn and apply new content? Get ideas for how to enhance a variety of assignments? Don't miss the archived PowerPoints and handouts from this February 6 session.
https://drive.google.com/drive/folders/1wk0xTdkDX2DSDqpaX5lmyJYM_TG1igZd

Artificial Intelligence (AI): Risks and Opportunities

Check out this blog to learn about multiple considerations in using AI. It thoughtfully lays out both the benefits and risks of using AI. **https://www.childtrends.org/publications/ai-risk-framework-protect-students-families-teachers**

Using the NEW NAEYC Early Childhood Program Standards to Prepare Students Who Strive for Quality as Educators and Leaders

NAEYC recently shared the new **Early Childhood Program Standards** position statement. The new statement reflects updates informed by research, evidence, and educator experience and expertise. In keeping with NAEYC's progress toward aligning and integrating foundational position statements (DAP, Code of Ethics, Equity, Professional Standards and Competencies), the new EC Program Standards are organized in ways that are much more useful for early childhood faculty. The Standards can be a beneficial resource within an early childhood college course. They invite conversations, activities, and assignments that help students envision how they might strive for quality in their roles as educators and leaders. Here are some suggestions for how to do that.

- Integrate the key indicators of the program standards in your courses. For example, Program Standard 2 mirrors the content of **NAEYC Professional Standard 2** and **DAP Guideline 2**. In a Child, Family, and Community course, consider an assignment in which students envision themselves as an early childhood program director. Then, ask them how they would respond to the key indicators of the EC program standards, e.g., develop reciprocal relationships with each child's family, work to be a positive member of the larger community, etc.
- Use the new program standards to help students see the cohesion in NAEYC's foundational documents. For example, ask students to consider DAP Guideline 1: Creating a Caring, Equitable Community of Learners and Program Standard 1: Creating a Caring and Equitable Community of Learners. Explore the similarities and differences in these frameworks and ask students to comment on what that means for them as future early childhood educators.
- Ask students to imagine they are working in a state early childhood organization that has been tasked with creating a checklist for families who are considering enrolling their child in an early learning program. The checklist would be used as a way to help families gauge quality programming as they tour potential programs. Using the EC Program Standards as the foundation for the checklist, have students come up with at least one possible observable characteristic for each program standard and one possible question that families could ask that relates to each program standard. Combine the individual student responses into one class document under each program standard, then discuss what's missing and what else could be added. For an in-person course this could even be done on chart paper around the room. For a virtual course, this could be done with a tool like Zoom Whiteboard or Padlet.
- Use the new program standards to help students learn about ways in which a program can support quality. For example, turn the key indicators of the position statement into a questionnaire (sample below). Then, ask students to interview the leaders of local programs to learn about how they are addressing the indicators. From what they learn in the interview, students could also: 1) be asked to identify resources that a program could use to be more responsive to an indicator; or 2) provide feedback to the program on ways in which to more fully align with the standard.

PROGRAM STANDARD 3: Planning and Implementing an Engaging Curriculum to Meet Meaningful Goals

Key Indicator	PROMPT: In what ways does your program do this?
Uses a curriculum based on current research to support children's development and learning	
Uses a curriculum that includes developmentally appropriate goals, a scope and sequence aligned with research in appropriate content areas, and rich content to guide teachers in all areas of development and content (literacy, mathematics, science, social studies, and art)	
Uses a curriculum that is culturally and linguistically responsive and reflective, builds on children's strengths, respects their cultural backgrounds, and supports their identities and home languages	

Resources from Cultivate Learning/EarlyEdU

FACULTY FINDS

Additional Resources

- A blog from Stacey French-Lee about position statements, and specifically the early childhood program standards, and how they advance the early childhood field is available at **https://www.naeyc.org/resources/blog/early-childhood-program-standards-revisions**
- NAEYC has promised a research review to accompany each of the EC program standards. Watch for news of that resource and how to repurpose it in a future issue of Faculty Finds.

Early Childhood Policy Case Studies

In our series of ECE policy case studies, *The Case of Nonprofits* explores the role nonprofit organizations play in shaping early childhood policy. It details the public-private partnerships that developed Washington State's Quality Rating and Improvement System along with the impact made by these efforts and advocacy work. Resources include rich and engaging case content, videos with stakeholders and policy experts, and a series of study questions for your course work.

National Head Start Association

- The National Head Start Association's (NHSA) 52nd annual National Head Start Conference and Expo is May 19-22 in Columbus, Ohio. Come learn, network, and share with the best early education experts in the country. Reduced rate early bird registration ends March 28. Register for the conference today.
- NHSA has also partnered with the National Zoo and Conservation Biology Institute for NHSA and Zoo in the Classroom. This live interactive learning opportunity, created specifically for Head Start and Early Head Start programs, streams via Zoom April 3, 2–2:30 p.m. ET. Register now for Colorful Creatures with Birds and Reptiles!

Early Childhood Policy in Institutions of Higher Education (ECHIHE)

Did you know we have course syllabi, modules, and an internship handbook available for downloading on our Early Childhood Policy Network website? These comprehensive materials provide a structured framework for studying Early Childhood Policy. Specific elements (e.g., readings, activities, scheduling). You can modify them for a variety of children and educational settings. If you are teaching or just want to learn more, here are some great policy resources for you to check out or download!

We also invite you to:

- **Visit the ECPIHE website** to explore other resources on early childhood policy, such as articles, briefs, interactive tools, and more.
- **Join Policy Connect** to collaborate with early childhood policymakers, faculty, researchers, advocates, and other experts.
- **Follow** ECPIHE on LinkedIn and X to stay current on resources, events, and career opportunities in early childhood policy.

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood content resources, instructional resources, and information about the effective preparation of early childhood and early childhood special education professionals. All resources are free. Sign up to receive Faculty Finds every other month at **http://eepurl.com/ggHi3j**

Faculty Finds is compiled by Camille Catlett with support from the EarlyEdU Alliance. All or part of Faculty Finds may be freely shared or copied. Past issues of **Faculty Finds** are archived at **https://earlyedualliance.org/discover-resources** To suggest resources/topics or provide feedback, please contact Camille (**camille.catlett@unc.edu**).