



Faculty Finds

September 2026

In this issue, you'll find:

- Sources of content: resources and professional learning opportunities, driving the content of Faculty Finds (pages 1-2)
- Effective instructional practices: building cohesion across courses, new personas, tips for required readings (pages 3-4)
- Resources from Cultivate Learning and EarlyEdU (pages 5-6)

Prioritizing YOU: Addressing Your Priorities for Faculty Finds Content

A recent survey of Faculty Finds subscribers revealed these priorities: free content resources, free videos (check out the [June issue of Natural Resources](#)), news about developments in our field, and preparing early childhood professionals to support each and every child and family. We hope you will see the correlation between your priorities and what we are sharing in this issue.

Amazing Resources on 10 Key Childhood Topics

Leaders of the [CHANGE for Early Childhood Inclusive Education](#) project at the University of Cincinnati Systems Development & Improvement Center have recently released some amazing resources for early childhood faculty and educators. Each of the project's ten instructional clusters incorporates evidence-based practices for supporting children with and without disabilities and includes slides, activity guides, research briefs and more. Each cluster opens with a 2-minute video that provides a concise, evidence-based summary of the topic. Topics include assistive technology, embedded instruction, systematic instructional practice, instructional supports, informed family decision making practices, practices for promoting collaboration, family capacity-building, motivating and guiding practitioners, play, and early social-emotional learning and development. Sign up for access at [Instructional Materials - CHANGE for Inclusive Early Childhood](#).



Missing the NAEYC Professional Learning Institute? Try this!

NAEYC (National Association for the Education of Young Children), ACCESS (the Associate Degree Early Childhood Teacher Educators), and NAECTE (the National Association of Early Childhood Teacher Educators) have collaborated to create a robust sequence of higher education sessions for the [NAEYC Annual Conference](#). The sessions will be threaded throughout the conference which will be held on December 5-8 in Washington, D.C. Sessions designed for faculty and professional development leaders will include:

- Up, Down, and Across: Using the NAEYC Position Statements to Build Depth and Cohesion in Courses and Programs
- More Than Behavior: Building Belonging Through Social-Emotional Learning
- From All to Each and Every: Preparing Students to Support Personalized and Inclusive Learning
- Family Engagement Across Cultures: Building Reciprocal Partnerships
- Teacher Well-Being as Ethical Practice: Building a Sustainable Early Childhood Workforce
- The Right Stuff: Content & Pedagogy for Instructors Who Prepare Students to Support Each & Every Child & Family
- From Coursework to Classroom: Making the Most of EarlyEdU Collections

Other NAEYC offerings will focus on state/system-level policies and investments that are advancing quality professional preparation, program design, and higher education accreditation. In addition, NAECTE will offer a full day of programming on December 4, while ACCESS will do the same on December 7. Want a flyer that summarizes all the offerings? Contact Camille (camille.catlett@unc.edu).

Faculty Finds: Resources to Consider, Use, and Share

Each issue of Faculty Finds focuses on early childhood content resources, instructional resources, and information that may be used to advance the quality learning and development of early childhood and early childhood special education professionals. All resources are readily available and may be freely shared or copied. Past issues of Faculty Finds are archived at [Discover Resources - EarlyEdU Alliance](#). To suggest resources and topics, or to provide feedback, please contact Camille (camille.catlett@unc.edu).



It's easy to [sign up to receive Faculty Finds](#) every other month at [EarlyEdU Alliance®](#). Please consider sharing this issue with colleagues who may not yet receive it.

Building Cohesion Across the Components of a Higher Education Program

One way to build connections across courses and field experiences is by reviewing key concepts at the beginning of each course and providing opportunities for students to practice using and applying those concepts through discussions, activities, and assignments. One example of a set of key concepts is the five core NAEYC position statements (i.e., Developmentally Appropriate Practice (DAP), Code of Ethical Conduct, etc.). This might mean, for example, that students are introduced to DAP early in a child development course, then reintroduced in a curriculum course in which they need to document how their lesson plans reflect DAP.

Because each statement, with the exception of the *Early Childhood Program Standards*, includes recommendations for how members of the early childhood education profession and field can use the statements to support high-quality teaching and learning, they could also support reflection and application in field experiences. To make it easy to include the five documents in any course, NAEYC has created a [1-page handout with links to each of the position statements](#). If you include this as a resource in any course, students will always have easy access to these foundational resources.

Making Required Readings More Manageable and Engaging

Instructors at a Midwestern campus shared a common concern: how could they make required course readings more manageable and engaging? Here are some of the ideas that worked well:

- Assign articles that use a journalistic style and “tell a story” to humanize and contextualize the content.
- Combine each reading with a short video so that students can visualize the context and significance of the topic. (Hmm, sounds like using Universal Design for Learning effectively.)
- Use digital tools to break up the text with questions about how what they read relates to their own experience, prior knowledge, or future career interests.
- Upload articles to Google Notebook LM and request questions related to the content. Students then use the questions in several ways: to quiz each other on their readings in preparation for



an exam, or to search for ways in which the core NAEYC position statements (see resource above) provided further evidence or support.

New Personas Are Now Available

Personas are short stories that provide context for exploring how to effectively support the learning and development of young children and their families. Each persona offers information about the unique composition of a family, details about a child (name, age, likes, dislikes), and insights into who the child is as a learner. The insights reveal things like whether a child is receiving services for a disability, is a dual language learner, or has experienced traumatic life circumstances. Personas can be used in any course or presentation to create opportunities for learners to try out new practices and build their capability to apply what they've learned. Personas may also be edited to incorporate local names, priorities, and practices. Here are the latest versions.

- [Infant-toddler personas*](#)
- [Preschool personas*](#)
- [Student-created personas](#)
- [SDSU Pipeline personas](#)
- [SCRIPT-NC/Robeson personas](#)
- [Michigan Persona Project Field Test Ebook Part 1](#) and [Michigan Persona Project Book Part 2](#)

**These collections integrate personas from across all the individual sets.*

Not familiar with personas? You may enjoy the PowerPoints from a [May 2026 presentation](#) on what they are and how to use them.

Resources from Cultivate Learning and EarlyEdU

EarlyEdU Receives Continued Funding

We are excited to share that the Bezos Family Foundation has provided the EarlyEdU Alliance with a new round of funding to continue our work! It is an honor for EarlyEdU to function as the higher education strategy of [Cultivate Learning](#), and we're thrilled we can keep the work going.



This means you can keep relying on us for free resources for everything from competency-based teaching to professional development for early childhood educators. We are grateful to the [Bezos Family Foundation](#) for their continued support and investment in this essential work.

This also means that you will see some changes to our existing offerings and systems, as well as new offerings and systems on the horizon. Over the next few months, expect updates from us about those changes and new resources. Keep an eye on your inbox and [follow us on LinkedIn](#) to stay up to date on all things EarlyEdU.

Access to Free Videos You Can Use Every Day

Did you know that Cultivate Learning’s amazing professional development content is available on social media? Short-form professional development content is published almost daily on Cultivate Learning’s [YouTube](#), [TikTok](#), [Instagram](#), and [Facebook](#). Plus, you can find full episodes of two professional development series – [Circle Time Magazine](#) and [Meaningful Makeover](#) – on [Cultivate Learning’s YouTube channel](#) in English, Spanish, and Somali. Each episode comes with a complimentary set of print resources to help augment the educational experience and share free resources viewers can use. These videos are excellent sources of free, asynchronous, research-based, and high-quality professional development.

Fostering Emotional Literacy

An essential part of social and emotional development for young children is fostering emotional literacy. It's important for early childhood educators to teach children vocabulary and tools to express and address their emotions. EarlyEdU Alliance’s FREE training module on [Emotional Literacy](#) can prepare practitioners to provide these supportive lessons. This session includes a 51-slide presentation along with presenter notes, plus activities and assignments to further support your class.

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.

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 [EarlyEdU Alliance Discover Resources](#) page. To suggest resources/topics or provide feedback, please contact Camille at camille.catlett@unc.edu.