February 2025

FACULTY FINDS

In this issue you'll find:

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Free, Upcoming 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

Bronfenbrenner 2.0?

In his ***Ecological Systems Theory***, Urie Bronfenbrenner offered a framework to consider how family, community, and cultural contexts impact children's development and well-being. Bronfenbrenner's approach remains highly influential, but much has changed since its formulation. (NOTE: Do you have a Bronfenbrenner activity or assignment in your Child, Family, and Community course?) A new framework from the Stanford Center on Early Childhood offers suggestions for additional key domains that should be added to this framework in a **new publication**. What about asking students to review the revisited version of Bronfenbrenner's theory to consider the importance/impact of the changes? Or what about asking students to consider what else a true reconceptualization would need to include?

FACULTY FINDS

Do You Use Head Start (ECLKC) Resources? Check Your Links!

If you use resources from the Office of Head Start, there are several changes you might want to be aware of. Please consider these updates before you hand out last semester's syllabus for the course.

- Resources on the website that used to be known as the Early Childhood Learning and Knowledge Center or ECLKC are now resources on **headstart.gov**. This means that any websites, webinars, or articles you use from the website, will now have a new URL. Click on the "old" URL and you should be redirected to the new URL.
- Due to current national priorities, some Head Start websites are not currently available. For example, if you attempt to connect to Head Start's multicultural principles or the Head Start Center on Inclusion, you will find that you will not be able to access those resources.

Easier Access to Center on the Developing Child Resources

Do you use the videos, briefs, and other resources from the Center? Do you draw on their work for information about serve and return, toxic stress, brain architecture, and critical periods? Do you love to use their **developmental environments** resources in courses that require learners to assess and design environments? Recent revisions to the Center's website have made it leaner, cleaner, and easier. See for yourself at **https://developingchild.harvard.edu/**

Prepare Students to Observe and Document What They've Observed

- Looking for ways to help your students master the difference between subjective and objective? Consider using ***A World of Children,*** a video that was crafted by early childhood faculty to help their students learn the art of objective documentation.
- The **Results Matter Video Library** houses clips that provide opportunities for building observation, documentation, and assessment skills. Each video in the collection lists the runtime for the segment, the age of the child (e.g., toddler), and what the video shows (e.g., cognitive, social, and physical skills).
- Don't miss the opportunity for students to practice observing and documenting, or accurately describing, both typical and atypical development. Videos from Pathways.org show typical/atypical development for **4-month-olds** and **6-month-olds**.

Want to Incorporate Emphasis on Universal Design for Learning (UDL) in Your Teaching?

- Be aware that the UDL Guidelines were updated in 2024. The new iteration addresses critical barriers rooted in biases and systems of exclusion for learners with and without disabilities. Get the latest versions at **https://udlguidelines.cast.org/more/downloads/**
- If you're considering ways to use the UDL principles to inform the design and delivery of your courses, take a look at the PowerPoint slides and handouts from an **archived webinar from EarlyEdU on that topic**. Don't miss Danielle Savory Seggerson's **faculty reflection tool** to help you consider how you are currently using UDL principles AND to consider additional opportunities to support UDL.
- Want to prepare your students to understand the UDL principles and apply them to assignments in one or more courses? Take a stroll through the archived resources from a **presentation with multiple examples**. Among other things you'll find an article (***Circle Time is for Everyone***) that outlines how to use UDL principles to support the success of each child during circle time.

Interested in Using Personas to Help Your Students Learn to Individualize?

- Review the PowerPoints and resources from the **EarlyEdU session on using personas**
- Draw upon existing collections of personas
    - **Infant/toddler, preschool, and early elementary personas**
    - Michigan personas
        - **https://eotta.ccresa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_1.pdf**
        - **https://eotta.ccresa.org/Files/Uploads/New/4095/Michigan_Persona_Project_Ebook_Part_2.pdf**

Resources from Cultivate Learning/EarlyEdU

Happy 2025 From EarlyEdU

A new year, a new opportunity to lean into the EarlyEdU Alliance! Your Alliance community is here with resources and people (**Alliance in Action**) committed to expanding high-quality early learning by transforming professional development for early childhood educators. Read on to learn about the upcoming symposium on credit for prior learning. **Register for *What Counts?*** today.

EarlyEdU Symposium 2025: What Counts?

From EarlyEdU's decade of national dissemination of competency-based course work and our partners' innovations, to the exciting new work of the **National Association for the Education of Young Children** (NAEYC) and the **Council for Adult and Experiential Learning** (CAEL), learning leaders are honoring early childhood educators' experience, knowledge and skills with credits they can apply toward a bachelor's degree. **Register for *What Counts?*** to discuss the credit for prior learning (CPL) work happening across the nation. An esteemed panel of leaders from state and national organizations, faculty, and higher education administrators will discuss the national landscape and share promising practices and effective strategies for success.

DETAILS

Monday, February 24, 2025

10:30 a.m.–12 p.m. PT/1:30 –3 p.m. ET

Learn more about *What Counts?*

Register Now

Credit for Prior Learning Report from NAEYC and CAEL

NAEYC and **CAEL** have released a joint report to promote CPL in national early childhood education programs and state legislatures. Read more on the collaboration **here**.

EarlyEdU Modules: Family Engagement

The six **Family Engagement** modules are rooted in relevant theory and practice. The topics in this series can help guide current and aspiring early childhood professionals to build relationships with families that can support positive parent-child relationships, use reflective practice to enhance work with families, and explore how larger systems and cultural contexts influence family engagement. The series uses the **Intentional Teaching Framework**: know, see, do, reflect, and improve. Participants will learn effective family engagement practices and watch videos of early learning staff interacting with families. They will also discuss their experiences in working with families, try out the suggested practices, and reflect on their own experiences to improve their family engagement efforts.

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**).