Faculty Finds

November 2026

In this issue, you'll find:

- **Sources of new content:** position statement on inclusion, three briefs on the pedagogy of early learning, updates on professional learning opportunities and the EarlyEdU media library (pages 1-2)
- **Effective instructional practices:** a source for online content, useful artificial intelligence (AI) tools and resources, resources on credential and teacher preparation practices (pages 2-3)
- **Resources from Cultivate Learning and EarlyEdU** (page 4)

NEW Joint Position Statement on Inclusion from DEC and NAEYC

The Division for Early Childhood (DEC) and NAEYC recently released their updated Joint Position Statement on Early Childhood Inclusion. One of the most powerful shifts is the recognition of rightful presence and the explicit identification of **belonging** as an essential characteristic of inclusion because a child can be present in a classroom without experiencing belonging. And a teacher can believe deeply in inclusion without having the preparation, resources, or systems of support needed to make it successful. A thoughtful overview highlights the key updates in the new position statement.

As you review the updated position statement and how it will inform and enhance your work, please consider: What are the points of intersection between the revised position on inclusion and developmentally appropriate practice? How does the emphasis on belonging in the new position statement on inclusion compliment the concepts of DAP Guideline 1: Creating a Caring, Equitable Community of Learners? Read the new joint position statement on the DEC website.

NEW Briefs on Innovative Approaches That Center Play, Relationships, Intentional Teaching, and Continuity

Three briefs from the Center for Early Learning Success have been developed to share evidence about how to create developmentally informed learning experiences.

- The **Research Brief** provides a clear synthesis of the research, key challenges facing early learning settings and systems, and actionable recommendations. Read the Research Brief at celscenter.org.

- The **Bright Spot Brief** highlights current research on how children develop language and literacy across the preschool through grade 3 continuum. Read the Bright Spot Brief at celscenter.org.
- The **Practice Brief** translates research on play-based learning into practical guidance for leaders, educators, and families. It underscores how intentional play-based approaches can support children's cognitive, language, social, emotional, and academic development while advancing meaningful learning goals. Read the Practice Brief at celscenter.org.

Consider how these resources might inform your teaching, learning opportunities, assignments, and field experiences.

Sessions for Faculty at NAEYC Annual Conference

Lots of work has gone into creating multiple sessions of interest to higher education faculty at the NAEYC Annual Conference. Check these options out if you're planning to attend, and plan ahead by viewing the Higher Education Sessions Overview.

EarlyEdU Media Library Will Be Going on Hiatus

The current EarlyEdU Media Library will close on December 31, 2026. After that date, any media library links you have embedded in your courses or trainings will no longer work. However, you can **download any photos or videos you need before December 31**. The full collection of learning resources and videos are being audited and remediated to comply with current accessibility standards, plus moving them to a new storage and delivery system. Need instructions for downloading Media Library files? Visit the Media Library page on the EarlyEdU Alliance Member Portal.

A Source for Over 300 Free Online Early Care and Education Content Resources

Looking for thoughtfully designed, evidence-informed, on-demand professional learning opportunities that are free to preview? The Penn State Extension Better Kid Care website may be able to help. The website offers options for early childhood educators seeking courses to support their Child Development Associate (CDA) credential quest, or to enhance their professional learning goals. Similarly, an instructor can find self-contained chunks of audiovisual content to supplement other course materials (e.g., students could watch the overview of social-emotional as part of a child guidance course). Read the course list and explore the answers to frequently asked questions. Watch a 3-minute video to learn about which courses meet state and other requirements (like the CDA), which courses are available in Spanish, and how users can earn a certificate of completion and credit for a $5 fee. See all your options at Better Kid Care.

Four Useful Resources for Learning About and Using Artificial Intelligence (AI)

- The Center for Universal Education at Brookings and ZERO TO THREE hosted the Generation AI Starts Early symposium exploring the opportunities and risks of AI-embedded technologies for children from birth to age 8. The video of the initial panel discussion, which featured Dana Suskind, Kathy Hirsh-Pasek, Jenny Radeski, and Ying Xu, offers some insights on how to ensure that technologies support rather than undermine healthy early development and education. Watch the **Generation AI starts early symposium** on YouTube.
- ZERO TO THREE has a dedicated section of their website devoted to AI resources for families and caregivers. *Go, Slow, Stop: A Guide to AI in Early Childhood* and *AI Slop or High-Quality Screen Content? How Parents Can Tell the Difference* are just two of the titles available on the **Artificial Intelligence in Early Childhood** webpage on ZERO TO THREE's website.
- ***A Practical Framework to Help Students Use AI in Learning*** is a resource that presents a framework for diminishing the likelihood of cognitive outsourcing (e.g., using AI to study, write papers, etc.). By teaching students early and often, the authors have mapped a strategy through which students use AI as a tool, rather than an authority.
- Looking for a concise, standardized way in which students can disclose how generative AI tools were used across their research and writing? Consider the Artificial Intelligence Disclosure (AID) Framework. Read more about the framework at **crln.acrl.org** or download a fillable version at **aidframework.org**

Preparing Early Childhood Teachers: Credentialing and Preparation Programs in Four States

Colleagues of the Learning Policy Institute have published a new national scan of ECE teacher preparation programs. Their research identifies the key decisions states and preparation programs face when developing or revising early education credentials and highlights common strategies that can strengthen early childhood teacher preparation programs. The report includes two companion briefs: ***Credentialling Early Childhood Teachers: Considerations for Policymakers*** and ***Credentialling Early Childhood Teachers: Considerations for Teacher Preparation Programs***. The researchers chose four states—Louisiana, Massachusetts, New Jersey, and New York—for more detailed study due to their efforts to implement high-quality early education systems. **Review the material on the Learning Policy Institute's website.**

Resources from Cultivate Learning and EarlyEdU

Make EarlyEdU Work for You

We want to help you make the most of EarlyEdU's many resources. Come see us at the National Association for the Education of Young Children (NAEYC) annual conference to find out more in person! The conference is December 5-8 in Washington DC. Our presentation, From Coursework to Clasroom: Making the Most of EarlyEdU Collections, will show you our materials and how they've been used to provide top-quality learning experiences. You can explore and apply to your own teaching context! Our session is part of an impressive lineup of sessions designed for faculty and professional development leaders, which you can read about in the "Sessions for Faculty at NAEYC Annual Conference" section of this newsletter.

New Practice Series for Early Childhood Educators

We just launched another free Early Learning Practice Series for early learning professionals. Language and Early Literacy Part 1: Foundations and Context is the first of a two-part series focused on the ideas that shape children's early language and literacy development. Learn how early experiences influence later reading success and explore the growing diversity of multilingual learners in early childhood settings. The material focuses on building supportive environments that promote language development for children learning one or more languages. You can also earn college credit for the session through our partnerships with College Unbound and Southern Utah University. **Learn more and register for the series** on the EarlyEdU website.

Take a New Look at EarlyEdU Courses

Since day one, our paramount resource has been our set of foundational, ready-to-use college courses. With our courses, member faculty can bolster their early childhood education offerings and focus on providing feedback on essential teacher practice. We recently refreshed our entire offering of courses and called it the **EarlyEdU Course Remix**. These ten online courses cover the essentials of early childhood teaching and learning: guiding child behavior, observation and assessment, health, safety, and professional practice, language and literacy development, and the foundations of childhood development. These courses are available for free to members. If you're not already a member, join EarlyEdU to get access to these courses.

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.