December 2025

FACULTY FINDS

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Faculty Finds Professional Learning Series 2026 Registration

The Faculty Finds Professional Learning Series offers an opportunity for faculty members and instructors to discover ideas and resources for enhancing both the content and instructional design of their courses. Each session offers a presentation (ideas, options, and examples) and discussion, and a co-created collection of resources. Sessions are 60 minutes followed by an optional 15-minute Q & A session with the presenters. All shared resources are free. Check out each of the upcoming events below:

Harnessing the Power of Family's Lived Experiences and Stories

Thursday, January 22 | 11 a.m. – 12:15 p.m. PT / 2 p.m. – 3:15 p.m. ET **Register Now**

This session will offer a unique opportunity to hear from individuals who can speak as both family members and professionals about what they experienced, what they learned, and what they want to share with families and professionals. Join us to hear guest presenters Samtra Devard and Kelli Odden share their advice on preparing future early childhood professionals to use the most effective practices for supporting family engagement, then dive into conversations about ways to incorporate family voices in any course.

More Than Chat GPT: Using Artificial Intelligence (AI) to Support Faculty and Learners

Thursday, February 26 | 11 a.m. – 12:15 p.m. PT / 2 p.m. – 3:15 p.m. ET **Register Now**

This session will highlight opportunities to use AI to design learning opportunities and assignments that effectively support students in demonstrating what they know and are able to do. Guest presenter Dorentina Dedushaj will share and model tools and strategies for instructors. Emphasis on the effective and responsible use of AI to support and enhance learning will be included.

Shift Happens: Preparing EC Students to Support Each and Every Child and Family

Thursday, March 26 | 11 a.m. – 12:15 p.m. PT / 2 p.m. – 3:15 p.m. ET **Register Now**

To create courses that effectively prepare future early childhood educators to support each and every child and family, faculty may want to examine three areas for possible shift: 1) Who are the learners in the program and how can they inform what I teach and how I teach? 2) What content should be taught and where are readily available, high-quality resources to address that content? 3) What are ways to organize and facilitate opportunities for students to learn, practice, and apply what they've learned? Join to learn about and explore options.

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Interested in Other Resources from the 2024-25 Faculty Finds Professional Learning Series?
Resource collections targeted to faculty and professional development providers from the 2024-25 Professional Learning Series are available online. Find presentations, handouts, and recordings on using personas, learning about and incorporating Universal Design for Learning (UDL), making assignments more meaningful, and more. Visit **earlyedualliance.org/discover-resources/highlight-webinar** for details.

Early Intervention/Early Childhood Special Education Resources from the Division for Early Childhood (DEC)
Whether you're a practitioner, faculty member, student, or family partner, this collection was designed with you in mind. It highlights everything from the DEC Equity Series webinars and recommended practices to learning decks, CONNECT modules, and position statements—plus links to access each item. This inventory is intended to support learning, teaching, advocacy, and leadership. **Explore the complete inventory here.**

New NAEYC Code of Ethics for Early Childhood
The much-anticipated NAEYC position statement revision affirms that early childhood educators have professional, ethical responsibilities that guide the decision-making and behaviors that support every child's healthy development, learning, and well-being. The updated edition is available in English, Spanish, Simplified Mandarin, and Traditional Mandarin. **naeyc.org/resources/position-statements/code-of-ethics**

How Artificial Intelligence (AI) is Changing Course Design and Delivery
This report highlights how innovative faculty are reimagining instruction with artificial intelligence (AI). Read on to learn how:

- An anthropology professor uses AI to generate historical visualizations, turning them into teachable moments about digital literacy.
- A language instructor created a virtual conversation partner that gives students 24/7 practice opportunities.
- A writing professor employs AI to help students craft audience personas and refine their work using iterative prompting.
- A social sciences professor uses AI to generate songs that make complex concepts memorable.

Check it out to see what might apply to your work: **chronicle.com/page/the-emerging-multimedia-classroom**

Can Your Students Describe the Difference that Early Childhood Investments Make?
A new resource synthesizes decades of scientific progress to argue that investing in nurturing care in the first years of life yields sustained benefits in education, health, and earnings. A short article summarizing key findings from the Harvard Kennedy School is available here: **Investing in Early Childhood Development for Lifelong Gains in Health, Learning, and Equity: CID Faculty Research Insights**. The full research paper is available here: **Early childhood development coming of age: science through the life course.**

CONSIDER THIS ASSIGNMENT: Ask your students to imagine that they need to interact with someone of retirement age who is paying taxes to support young children but resents doing so because he/she doesn't have young children. The assignment is to develop an "elevator speech" to provide evidence for the importance to everyone of quality early childhood education. In developing the "elevator speech," require that students document the sources for the points they'll make. Consider pairing students and asking them to provide feedback on the effectiveness of each other's "elevator speech." Consider offering extra credit to students who actually deliver the speech to an older taxpayer.

Resources from Cultivate Learning and EarlyEdU

Long-Awaited Free Online Credential Course Debuts

The Office of Head Start recently launched a free online training series for early childhood professionals seeking their Child Development Associate® (CDA) credential. The Individualized Childhood Development Associate series (iCDA) offers all the training needed to qualify for the CDA® plus practical activities to help candidates build their required portfolios. It also includes practice exam questions. EarlyEdU content was used to develop the curriculum. It is based on the latest research and aligned with the textbook *Essentials for Working with Young Children*, 3rd edition. **Learn more about the iCDA series here**.

Credit for Prior Learning Institute Recordings Now Available

In October of 2025, the EarlyEdU Alliance and the National Association for the Education of Young Children hosted their Credit for Prior Learning Virtual Institute. The event focused on how a diverse, effective, well-prepared ECE workforce requires accessible and affordable higher education pathways and emphasized that credit for prior learning is an essential component of these pathways. The event featured multiple sessions geared toward honoring early childhood educators' experience, knowledge, and skills through credit for prior learning. You can now see recordings from the institute's general sessions! **Watch them now by clicking here**.

Healthy Minds are Key to Healthy Children

Children's mental health begins with their caregivers' mental health. Our modules on **mindfulness** and and **emotional literacy** help educators manage their own mental health so they can effectively help children and families. Another tool is Cultivate Learning's **Showing Up podcast series**. Showing Up explores trauma-informed care, equipping educators for the children in their programs. The series includes four podcasts in Somali.

Valuing Families in Early Childhood Education

EarlyEdU's **Family Engagement Series** can help your students better connect with the families they serve. It stresses working with families, not for them. The six modules help educators explore their own values and biases and learn what matters most to each family.

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 **EarlyEdU Alliance®**.

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 **Discover Resources - EarlyEdU Alliance** To suggest resources/topics or provide feedback, please contact Camille (**camille.catlett@unc.edu**).