May 2024

FACULTY FINDS

New Content and Pedagogy Resources Available

The 2024 International Inclusion Institute ended on May 9 but left behind a collection of resources for faculty members and professional development (PD) providers. Go to **this Google folder** and open the **2024 Faculty-PD Session Overview document**. You'll discover descriptions of the six sessions and gain access to handouts and PowerPoints for each session. The topics range from family engagement and using personas to assignment makeovers and early STEM learning.

Targeted TA for Early Childhood Education Faculty

This five-event series from the EarlyEdU Alliance and Camille Catlett continues, providing content, practices, activities, and assignments from wide-ranging national sources to enhance *your* courses. Each session offers 60 minutes of presentation (ideas, options, and examples), followed by 30 minutes for discussion and the exchange of practices and resources. Archived resources on the initial topics are available at the links below:

- **Family and Community Engagement resources**
- **Young Children with Exceptionalities resources**
- **Language and Literacy resources**
- **Child Guidance/Social and Emotional Development resources**

Registration is open for one remaining session:

June 13 Science, Technology, Engineering, and Math (STEM)
Register at https://washington.zoom.us/meeting/register/tJEud-6orj8oHdQoU5nrTUpDrJkcgD8ECy4J

Prior to each session, registered individuals will be surveyed about their priorities for the session content, so sign up early! After registering, you will receive a confirmation email about joining the event.

Do You Write Grant Proposals or Reports that Use Demographic Data?

Count All Kids released a new **report** on the changing young child population of the United States using the first data from the 2020 Census. Use updated data for your advocacy and policy work. Findings include race and ethnicity data, as well as tables and analyses that may inform programs and policies that address child poverty, education, and health. Access the data at **this link**.

New Instructional Resources for Supporting the Use of Evidence-Based Practice

The Division for Early Childhood (DEC) has just released a set of fliers to support the use of the DEC standards[1] in practice. Each flier summarizes the content of a standard and provides three examples of that standard in action. The examples are very similar to personas in that they share a photo and information about the child's learning and development, context, and individual learning considerations. For each standard, there is an example for birth to three years, three to five years, and five to eight years. If you enjoy using personas[2], you should really like these new resources.

[1]The organization and content of the **DEC standards** mirrors that of the **Professional Standards and Competencies for Early Childhood Educators** (NAEYC) as illustrated below. Thus, these charts will support both early childhood and early intervention/early childhood special education faculty.

	STANDARDS						
NAEYC	1-Child Development & Learning in Context	2-Family-Teacher Partnerships & Community	3-Observation, Documentation, & Assessment	4-Developomentally, Culturally, & Linguistically Appropriate Teaching Practices	5-Knowledge, Application, & Integration of Academic Content in the EC Curriculum	6-Professionalism	Field Experiences
DEC	1-Child Development & Early Learning	2-Partnering with Families 3. Collaboration & Teaming	4-Assessment Processes	6-Responsive & Reciprocal Interactions, Interventions, & Instruction	5-Application of Curriculum Frameworks in the Planning & Facilitation of Meaningful Learning Experiences	7-Professionalism & Ethical Practice	8-Clinical & Field Experience

[2] Personas are brief sketches of a child and family. 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. Find Josiah and other personas at **https://scriptnc.fpg.unc.edu/personas**

Looking for Resources in English and Spanish?

One great source is the Early Childhood Learning and Knowledge Center or ECLKC.

- Did you know that the "print 💻" button on every ECLKC webpage gives you the power to tailor the resource to meet your needs? Use the "print 💻" button to:
  - Customize a page by removing paragraphs, sentences, or images you consider unnecessary;
  - Print the page for those who prefer hard copies or need physical documents;
  - Convert to PDF for easy offline access; or
  - Email the customized page to others
- Did you know that clicking this button **Español** in the top right corner of any page will convert the entire page to Spanish?

Check out other **ECLKC Help** videos to learn about different website features and how they can support your work.

Access the ECLKC
https://eclkc.ohs.acf.hhs.gov/

View videos that demonstrate how to print/edit ECLKC pages
https://eclkc.ohs.acf.hhs.gov/video/how-customize-print-eclkc-pages (English)

https://eclkc.ohs.acf.hhs.gov/es/video/como-personalizar-e-imprimir-paginas-del-sitio-eclkc (Spanish)

Do You Address Child Development Content?

If you haven't had a chance, take a look at *A World of Difference: The Science of Human Variation Can Drive Early Childhood Policies and Programs to Bigger Impacts*. Key findings from early childhood program evaluation research shows that some children benefit greatly, some benefit less, and some not at all. Based on the data that show that one size doesn't fit all, this paper explores what can be done to maximize benefits for as many children as possible. Both the full document and a summary are available. Consider bringing this paper into a discussion of the **core considerations of developmentally appropriate practice** in which one of the considerations is *commonality*.

Full document
https://harvardcenter.wpenginepowered.com/wp-content/uploads/2023/03/HCDC_WP17_R3C-final.pdf

Summary (In Brief)
https://developingchild.harvard.edu/resources/inbrief-a-world-of-differences-the-science-of-human-variation/

What Would Better Pre-K Curricula Look Like? Why Not Ask Your Students?

The long-awaited report highlighting the need for pre-K curricula that incorporate the perspectives, experiences, cultures, and languages of a diverse range of children and families is finally available. Clocking in at 376 pages, *A New Vision for High-Quality Preschool Curriculum* contains 19 conclusions reached by the committee as well as 15 recommendations. To learn about the report's main takeaways, the National Academies released an **interactive overview** that's a useful tool for navigating through the highlights. The vision laid out by the committee emphasizes the need for curricula that incorporate the perspectives, experiences, cultures, and languages of a diverse range of children and families.

Ideas for using this resource

Access the **findings for curriculum developers.** Use the content to:

- Develop an observation/assessment tool to ascertain the extent to which an early childhood program is already addressing the components and opportunities of the new vision.
- Share the **report** with students and ask them to use the tool to review an early childhood program.
- Ask students who have used the tool to review an early childhood program to offer evidence-based options for enhancements they might propose in their field placements.
- Ask the same students to identify evidence-based resources and strategies for addressing the enhancements they identified.

Download, Read Online, or Buy *A New Vision for High-Quality Preschool Curriculum*
https://nap.nationalacademies.org/catalog/27429/a-new-vision-for-high-quality-preschool-curriculum#resources

Navigate the Highlights of *A New Vision for High-Quality Preschool Curriculum* with this interactive overview tool
https://nap.nationalacademies.org/resource/27429/interactive/

Access the Findings for Curriculum Developers and Publishers
https://nap.nationalacademies.org/resource/27429/High-Quality_Preschool_Curriculum_Publishers_Issue_Brief.pdf

Rethinking the Theorists by Brandi Slider

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Get to Know bell hooks

bell hooks was a queer, black, and rural intellectual, educator, and activist whose work in education was broad, encompassing racism, feminism, and social class amongst other topics. bell hooks believed education should be a practice of freedom that allows us to confront and address the realities of injustice in society (hooks, 1994). She also believed that love is an intentional act encompassing care, commitment, knowledge, responsibility, respect, and trust (hooks, 2018). In her book, *Belonging: A Culture of Place (2008)*, hooks creates a compelling argument for the need we all have for community, as humans and as learners–even if those communities seem to be contradictory. *Teaching to Transgress: Education as the Practice of Freedom* (1994) is another widely used bell hooks publication.

Online Resources for Faculty

- About bell hooks
- bell hooks: Learning as Revolution
- Where to start with bell hooks

Online Resources for Students

- bell hooks' Theory .pptx
- Get to Know bell hooks
- Honoring bell hooks' legacy (video)
- *Teaching to Transgress*
- Wisdom from bell hooks' on The Power of Belonging

Online Resources for Everyone

- The Skin I'm In (children's book on video)

Ideas for Using the Writings and Theories of bell hooks

To support students to use theories to support family engagement and interaction

- Equip students with accurate, updated resources related to race like these.
- Present students with the persona of Joseph, a kindergartener whose family is proud of their Black heritage. (NOTE: See footnote 2 on page 1 for details about personas). Mention that Joseph's teacher has read his class the children's book *When We Say Black Lives Matter* to increase Joseph's reading engagement.
- Share that after hearing about the book a parent contacts the teacher with concerns that the book is racist towards white people.
- Ask students to construct a dialogue for responding to the parent's concerns. Include the expectation that their response must be based on and cite course materials, including ***Teaching to transgress*** and *Belonging*, by bell hooks. Require students to use APA citations to stay tight to the material and promote thoughtfulness in their responses rather than relying on opinions or ideology.

How I Learned to Stop Worrying and Love Discussing Race

Inclusive Language Guide

NPR Code Switch: The Journey from 'Colored' to 'Minority' to 'People of Color'

Children Are Not Colorblind: How Young Children Learn Race

Reading Your Way to a Culturally Responsive Classroom

How to Talk to Kids About Race

To support students in developing their philosophy of education

- At the beginning of the term, ask students to develop their Philosophy of Education.
- Over the term, introduce educational theorists, through brief biographies and an overview of their theory, categorizing the theorists by theory focus: pedagogy, development, and educator stance. hooks' concepts of engaged pedagogy, teaching to transgress, and belonging place her among the theorists known for educator stance. Use resources like those listed above for students.
- After learning about theorists, require students to revisit and update their Philosophy of Education. Ask students to choose one theorist from each category – pedagogy, development, and educator stance– and identify a theorist whose work aligns with their Philosophy of Education. hooks is frequently chosen by students as representative of how they hope to shape their future classroom.

To support students in creating caring, equitable communities of learners

- Equip students to understand the theories of bell hooks and **DAP Guideline 1**.
- Ask students to document the ways in which the work of bell hooks may be used to address the expectations of DAP Guideline 1 in an early childhood setting. Require students to document, through the use of citations, the ways in which hooks' work can be used to build classrooms in which all learners are valued and respected.
- This assignment may be adjusted by using different personas. An instructor could, for example, select personas from the **preschool collection** that feature children of diverse races, languages, abilities, and life circumstances as members of the classroom in which students are documenting how to effectively address DAP Guideline 1.

Rethinking the Theorists by Shirani Wickramasinghe Straker and Clover Simms Wright

Using the Writings and Theories of bell hooks

Use assignments and activities that let students creatively express their lives, experiences, and identities. As a starting point, ask students to learn more about the theories and perspectives of bell hooks, e.g., assign **Love as the Practice of Freedom** as a reading.

- In a course like Child, Family, and Community, use a resource like Todd Parr's ***Family Book*** to explore different views of family. Ask students to draw their families and to discuss what family means and who or what family includes. Follow this with an assignment that requires students to share how they would apply the theories of bell hooks about family and community if they were a classroom educator. Require students to share specific examples of how they would support emphasis on family and community in environments and interactions to reflect hooks' writings.
- In a children's literature or curriculum course, share **Your Name is a Song** by Jamilah Thompkins Bigelow. Ask students to tell the story of their name and how to say it. Encourage them to speak or sing their name, so peers can say it back to them. If they know, ask them to tell how they got their name, its meaning, and history. Invite those who do not know the story of their name to share how they feel about their name and the way it does or doesn't fit them as a person. Build the connections between the theories of bell hooks and ways in which early childhood educators can support young children in their identity development through a discussion board. hooks' **The Skin I'm In** would also be a great book to use in an activity like this.
- **Use bell hooks' concept of love as part of an early childhood classroom learning opportunity**

Here's an example of how a first-grade educator (Shirani Wickramasinghe Straker) supported children to learn about and practice hooks' concept of love.

In my first-grade classroom I planned many lessons and organic teachable moments to help children practice hooks' concept of love. Elements of love are essential ingredients in a first-grade classroom, particularly caring, commitment, and trust. In a recent lesson, The Glue Strike, children were met with the following scene. I set up glue sticks on a picket line, on strike. This lesson grew out of a class problem of too many glue sticks missing, or lost lids and dried out. To persuade the glue sticks to come back to work, children worked together to write a persuasive letter and solve the problem. They brainstormed reasons why the glue sticks should come back and identified actions they could take to show respect to others and care for shared materials. Our classroom is a micro community in which there are both the large injustices of our society and first-grade injustices and conflicts that happen daily. Practicing hooks' views on love as care, commitment, knowledge, responsibility, respect, and trust readies children of any age to take on the larger injustices that are present in our society.



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Diversity! Equity! Inclusion! DEI Audit Toolkit Now Available

The **DEI Audit Toolkit** has what you need to evaluate and improve your course to reflect the diverse population of the early learning profession. Visit the **EarlyEdU DEI Audit Toolkit webpage** and request your own template of the toolkit. This free resource is available to all educators upholding the ideals of diversity, equity, and inclusion in higher education. To learn more about the **DEI Audit Toolkit** and how you can employ it in your teaching, listen to the **March Highlight Webinar**.

DEI Toolkit
https://earlyedualliance.org/dei-course-audit-toolkit/

March Highlight Webinar
https://cdn2.webdamdb.com/md_AdGZxBYjAt51UzMq.mp4?1712112424

Trauma Informed Care Learning Opportunity for Faculty

The Cultivate Learning Trauma Informed Care (TIC) modules are now available to all EarlyEdU Alliance faculty. The free **TIC Learning Experience for Faculty** offers a guided preview of the modules with small peer groups to help explore the module materials and determine how to ensure effective use. Current enrollment closes September 2024 and session ends December 2024. Listen to the **February Highlight Webinar** to learn more about the **TIC Learning Experience for Faculty**.

TIC Experience for
https://members.earlyedualliance.org/content/tic-learning-experience-for-faculty/

February Highlight Webinar
https://cdn2.webdamdb.com/md_H8D4B25K0i31ARkM.mp4?1709768431

Resilience and Wellness

Download the EarlyEdU module **Mindfulness: A Resilience Practice** and discover practices to help teachers and children manage stress and build resilience. Already an Alliance member? The **Resilience and Wellness for Educators** course is available online and in-person for use in their teaching. Not a member yet? Join today; it's easy and free **https://earlyedualliance.org/member-benefits/**

Mindfulness: A Resilience Practice
https://eclkc.ohs.acf.hhs.gov/video/mindfulness-resilience-practice

The Early Childhood Policy Network Invites You To:

- Visit **The ECPIHE website** (Early Childhood Policy in Institutions of Higher Education) to explore resources (course syllabi, modules), articles, and briefs pertaining to early childhood policy.
- Join **Policy Connect** to collaborate and share ideas with early childhood policymakers, faculty, researchers, advocates, and other experts in the field.
- Follow ECPIHE on **LinkedIn** and **X** (formerly known as Twitter) 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. Resources in Spanish are highlighted. Los recursos destacados están en español. 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**).