

FACULTY FINDS

Resources for Supporting an Emphasis on Learning Through Play

Defending the Early Years has developed a series of mini documentaries called Teachers Speak Out. Available in English and English **with Spanish subtitles**, each very brief video features messages about the ways in which play supports learning and development for young children across domains.

The videos can be used to promote understanding of the evidence for play-based learning and also support students in creating opportunities for play that support the needs of individual children. Here are some examples that focus on both knowledge acquisition and knowledge application.

Teachers Speak Out Mini-Documentary Series

<https://dey.org/dey-mini-documentaries/>

Additional resources on play-based learning from NAEYC

<https://www.naeyc.org/resources/topics/play>

Free annotated resources on the evidence for play

<https://fpg.unc.edu/presentations/vermont-resource-collections> (scroll down to Play Resources)

1. Watch one of the videos. To create the examples below, I watched this one: https://www.youtube.com/watch?v=MBzDak_TLUo&feature=youtu.be Write down key concepts from the video, as in the sample below. (NOTE: An instructor could do this in advance or could ask students to watch the video and write down key points.)

Children learn best from play . . .	Evidence Sources
. . in safe and supportive environments	
. . that promotes creative thinking	
. . in settings in which children and their interests are respected	
. . in which they have opportunities to ask questions	

2. Divide students up and assign each group to one of the key concepts. Ask students to compile a bulleted list of the evidence for each topic (e.g., what does the best available research and evidence tell us about how to create safe and supportive environments?). Depending on the topic of the course, you may want to be more specific about the ages of children (e.g., birth – 3 sources for an infant-toddler course; three teams covering birth-3, 3-5, 6-8 for a child development course). Provide an example of what a bulleted list might look like, including the format for citing the evidence. NOTE: After this assignment is completed, establish a shared folder so students can share all the bulleted lists with each other.
3. Based on the evidence, ask students to apply what they've learned by designing an activity for children that reflects one or more of the key concepts. Specify parameters that relate to the topic of your course (e.g., the setting for the play, the age of the children). Mention that one of the children who will be participating in the activity is a dual language learner who is just starting to communicate in English, and another is a child with delays in both receptive and expressive language. Require that the activity include specific strategies for how to support each child who will be participating. NOTE: Make certain that your students have acquired evidence-based content related to individualizing for children who are dual language learners or who have language delays before requiring them to apply that content.
4. Another application might be to ask students to role play how they would explain the evidence for how play can support learning and development to family members.

Increasing the Number of Early Childhood Educators Who Reflect the Diversity of Young Children and Families

A majority of the nation's public-school students are students of color, but less than 20% of teachers are teachers of color — and only 2% are Black men. While more teachers of color are entering the classroom, data reveal that educators of color are also leaving at higher rates than their peers. *If You Listen, We Will Stay* highlights what was learned from focus groups with teachers who identify as Black or Latino who talked about their experiences in the workforce and what schools, districts, and states could do to keep them in the field. A summary of findings from the report is available at <https://edtrust.org/resource/if-you-listen-we-will-stay/>

If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover

<https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2014/09/24162035/If-You-Listen-We-Will-Stay-Why-Teachers-of-Color-Learn-and-How-to-Disrupt-Teacher-Turnover-September-2019.pdf>

Are You Preparing Culturally Responsive Educators?

A growing body of research shows that culturally responsive teaching practices can provide students with a range of social and cognitive benefits. This succinct [article](#) highlights five ways in which culturally responsive teaching can benefit young children. Consider asking students to read this article and to discuss/self-assess how well-prepared they are to use practices that will achieve these five benefits. The article also mentions [Culturally Responsive-Sustaining Education Framework](#), a guidance document intended to help New York educators connect home and school cultures, engage students in rigorous learning, and empower students as agents of social change. For more information on the competencies that are needed by culturally responsive early childhood educators, take a look at [Culturally Responsive Teaching](#).

5 Ways Culturally Responsive Teaching Benefits Learners

<https://tinyurl.com/r8ollho>

Culturally Responsive-Sustaining Education Framework

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Culturally Responsive Teaching

<https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/>

Getting the Most Out of Multiple-Choice Tests

Do you give your students multiple choice exams? If yes, you may be interested in an article in the latest issue of *Teaching*. In it, the author describes what instructor Blake Harvard does to get as much mileage as possible out of his test questions. After Harvard hands back graded exams, he has students work through several of the test questions that many of them missed using [this activity](#), which is also described in [Maximizing the Effectiveness of Multiple-Choice Qs](#). Students are first asked to identify the correct answer and either draw a picture of it or provide a memory aid for it. Then, for each incorrect answer choice, students respond to an additional prompt, such as “what is tricky or confusing about this answer that makes it the ‘best’ wrong answer?” Faculty colleagues from multiple disciplines who have tried Harvard's approach have found it to be very effective. Learn more from the article, [Making the Most of Multiple Choice Exams](#). NOTE: You'll have to sign up for a free Chronicle of Higher Education account to access this article.

Activity: Maximizing the Effectiveness of Multiple-Choice Qs

<https://theeffortfuleducator.com/2018/05/15/maximizing-the-effectiveness-of-multiple-choice-qs/?cid=newsltrtn&source=ams&sourceid=5019803>

Making the Most of Multiple Choice Exams

<https://www.chronicle.com/article/Making-the-Most-of/247704>



FREE 2020 webinars for early childhood faculty members, instructors, and professional development planners/providers

EarlyEdU Alliance®

WHAT EarlyEdU Alliance® Faculty Online Community of Practice

WHEN Thursday February 20, 2020 at 12:00 PM Pacific Time

Thursday March 19, 2020 at 12:00 PM Pacific Time

Thursday April 16, 2020 at 12:00 PM Pacific Time

DETAILS Email info@earlyedualliance.org for more information

WHAT EarlyEdU Alliance® Monthly Highlight Webinars

WHEN The first Thursday of each month at 10:00 AM Pacific Time

DETAILS Topics vary. Some are state-specific like the February 6 focus on Washington's stackable certificates; others are more generic like the March 5 focus on coaching competencies. Email info@earlyedualliance.org for details.

National Center on Early Childhood Development, Teaching, and Learning

WHAT Science, Technology, Engineering, and Math (STEM) for Everyone

WHEN Tuesday March 17, 2020 at 12:00 PM Pacific Time

WHAT Resources at Your Fingertips—Inclusion Professional Development Simplified!

WHEN Tuesday July 21, 2020 at 12:00 PM Pacific Time

DETAILS Sign-up is required at <https://eclkc.ohs.acf.hhs.gov/upcoming-events>

SCRIPT-NC Faculty Webinar Series

WHAT Practicing What You Teach: Tips for Using Practice-Based Assignments (offered in collaboration with the EarlyEdU for Inclusion at the U of Wash)

WHEN Tuesday February 11, 2020 2:00 – 3:00 PM Eastern Time

DETAILS Registration is required at <https://tinyurl.com/scriptnc-practice>

WHAT Early Literacy for All

WHEN Tuesday April 21, 2020 2:00 – 3:00 PM Eastern Time

DETAILS Registration is required at <https://tinyurl.com/scriptnc-literacy>

WHAT Supporting Each and Every Adult Learner (offered in collaboration with Project PIPELINES at SDSU)

WHEN Tuesday September 15, 2020 2:00 – 3:00 PM Eastern Time

DETAILS Registration is required at <https://tinyurl.com/scriptnc-adultlearner>

WHAT Early STEM Learning for Children with Disabilities

WHEN Tuesday November 10, 2020 2:00 – 3:00 PM Eastern Time

DETAILS Registration is required at <https://tinyurl.com/scriptnc-stem>

Archived webinars for faculty

EarlyEdU Alliance® Highlights Webinar Series

The website has archived versions of 2017-2019 webinars.

<https://www.earlyedualliance.org/modules-and-more/>

SCRIPT-NC

The website has archived webinars on topics, instructional strategies, and commonly taught early childhood course content (e.g., child development, child/family/ community, literacy) <https://scriptnc.fpg.unc.edu/faculty-webinars>

More upcoming webinars

Early Childhood Investigations Webinars

Topics for 2020 include The Joys & Challenges of Managing Nature-Based Programs, Children's Lively Minds, Executive Function & Language Development, and more

For details go to

<https://www.earlychildhoodwebinars.com/>

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. **Highlighted resources are available in English and Spanish.** 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://www.earlyedualliance.org/modules-and-more/> To suggest resources/topics or provide feedback, please contact Camille (camille.catlett@unc.edu).