

# FACULTY FINDS

## **Are You Preparing Students/Adult Learners to Support Young Children Who Are Dual Language Learners?**

*Integrating Language into Early Childhood Education* is a new practice brief from the National Clearinghouse for English Language Acquisition. It draws upon recent evidence-based instructional recommendations regarding children, ages 3-7, who are dual language learners (DLL) and English learners (ELs). The recommendations provided can support educators in their efforts to ensure that young children who are DLLs/ELs receive high-quality educational experiences that take into account their unique learning needs, honor their assets, and set them on a strong trajectory for academic success. Four key practices are featured. For each recommended practice, the publication features a description of each practice including the research evidence, illustrations of the practice in action, and additional references and resources. Because this publication is free, it could be used as a support for students or other adult learners in applying evidence-based practices in their assignments that prepare them to support young children who are DLLs and ELs.

## **Integrating Language into Early Childhood Education: Effective Instructional Practices, Examples, and Practice Shifts for Early Childhood Education Teachers**

<https://ncela.ed.gov/files/briefs/TeachingPracticeBrief-EarlyChildhood-Cover-06292020.pdf>

## **Building a Better Understanding of Race and Racism**

This self-paced guidebook is targeted to organizations and individuals who are just beginning their anti-racism work. It supports a sequence of reflection in which users are invited to think about their understanding of race, review their spheres of influence, and explore their values/codes of conduct. After working through sections on the different forms that racism takes and learning what it means to be an ally, users are invited to write and implement an action plan. Each section has a link to additional resources. This is a thoughtful and gentle approach to exploring complex issues. Even though the second author and I share a last name, to the best of my knowledge we are not related.

## **Anti-Racism Action Plan Guidebook and resources**

<https://www.holycross.edu/campus-life/diversity-and-inclusion/additional-resources/anti-racism/anti-racism-action-plan-guidebook>

## **New Faculty Finds Feature: A Gumdrop**

I call short, engaging videos that pack a content punch “gumdrops.” Here’s what I suggest. First, watch the “gumdrop” – Dad and Baby Beatbox. Then use your imagination about how to integrate the clip into your teaching. Here are three ideas: 1) use it as part of an assessment course and challenge learners to provide an accurate, objective description of what the baby is doing; 2) show it as part of a language course and ask learners to identify how many ways the man and baby are communicating; and 3) use the clip to underscore the “multiple means of expression” component of Universal Design for Learning. What other ways can you think of to use this clip?

## **Man and Baby Beatbox**

<https://www.youtube.com/watch?v=NYkGf-yM008>

### New Instructional Modules Available from I-LABS

The I-LABS Outreach and Education talent pool at the University of Washington have released a new website through which they are offering free learning modules that take an in-depth look at the science of child development. Modules include a 20-25 minute narrated video with embedded videos, plus a discussion guide and handout. There are over 20 topics including:

- The Importance of Early Interactions
- Understanding Emotions
- Language Development: Learning the Sounds of Language
- Bilingual Language Development
- Temperament in Early Childhood
- Foundations of Literacy/Development of Literacy
- Early Music Experience
- Early STEM Learning/Early Numeracy/How Play Helps Math Learning/Spatial Skills and Reasoning
- Learning to Make Things Happen: How Children Learn Cause-and-Effect and
- Race Today: What Kids Know as They Grow/"Racing" Towards Equality: Why Talking to Your Kids About Race is Good for Everyone.

The materials are great for use within courses to address a chunk of content or for independent study. They are suitable for students, adult learners, professionals, and families. While you're on the I-LABS site, check out some of their other resources.

#### I-LABS Learning Modules

<https://modules.ilabs.uw.edu/learning-modules/>

#### Other I-LABS Resources

##### Policy Briefs

<https://modules.ilabs.uw.edu/policy-guides/>

##### ABC's of Play

<https://modules.ilabs.uw.edu/abcs-of-play/>

##### Infographics

<https://modules.ilabs.uw.edu/infographics/>

### What Does Research Tell Us About the Effectiveness of Early Childhood Education (ECE) Programs?

A new publication from the Foundation for Child Development (*Getting It Right: Using Implementation Research to Improve Outcomes in Early Care and Education*) brings together the perspectives of prominent early childhood education researchers and attempts to answer three key questions for the field: What does research tell us about the effectiveness and implementation of ECE programs across the birth to 8 continuum? What still needs to be understood? How do we get smarter in designing future research directions and approaches?

The authors also discuss how research, particularly implementation research, can equip policymakers and practitioners with a deeper understanding of program implementation to support continuous quality improvement efforts. The result is a set of ideas that can inform priorities for preservice education and professional development. For example, Chapter 4 reiterates areas in which we need to prepare ECEs better including teachers listening more than talking, building positive learning climates, and actively engaging children in learning. HINT: Start with the summary: it's a really interesting read.

#### Getting It Right full publication

[https://www.fcd-us.org/assets/2020/06/GettingitRight\\_UsingImplementationResearchtoImproveOutcomeinECE\\_2020.pdf](https://www.fcd-us.org/assets/2020/06/GettingitRight_UsingImplementationResearchtoImproveOutcomeinECE_2020.pdf)

#### Getting It Right summary

[https://www.fcd-us.org/assets/2020/07/GettingitRight\\_UsingImplementationResearchtoImproveOutcomeinECE\\_Summaries\\_2020.pdf](https://www.fcd-us.org/assets/2020/07/GettingitRight_UsingImplementationResearchtoImproveOutcomeinECE_Summaries_2020.pdf)

### Hot off the Press! Updated Head Start Center for Inclusion Website

Where can you find current, attractive, evidence-based, and free resources to support early childhood educators in ensuring that children with disabilities can participate as full members of their learning communities? **ANSWER:** The updated Head Start Center for Inclusion website. Visit the site to discover professional development resources, tip sheets, tools and supports for high-impact, inclusive teaching, visual supports, infant and toddler supports, and much, much more.

#### Head Start Center for Inclusion

<http://headstartinclusion.org/>

<p><b>EarlyEdU Alliance®</b></p> <p><b>New EarlyEdU Family Engagement Course</b></p> <p>This course focuses on the knowledge and skills that early childhood professionals use to develop relationships with families that support positive family and child outcomes. During this course, you will observe evidence-based practices and try out a variety of strategies. You will also reflect on your experiences related to family engagement and ways to support the development and growth of families and children. The online version is a 10-week subset of the in-person materials.</p>	<p><b>Access to this course requires signing up for a free individual membership in the EarlyEdU Alliance®</b></p> <p>Individual membership includes access to robust Media Library materials and other diverse resources to support your teaching and professional development (PD) practice.</p> <p>Learn more at <a href="https://www.earlyedualliance.org/membership-benefits/">https://www.earlyedualliance.org/membership-benefits/</a></p>
<p><b>Building Relationships and Supporting Each Adult Learner Using Technology</b> Many programs are shifting to hybrid or online teaching models for fall. This presents a unique opportunity for fostering relationships and building communities that are different from those in the face-to-face classroom. This webinar provides strategies to organize online classes, cultivate instructor-student and student-student relationships, and plan with community-building in mind. Strategies suitable for both synchronous and asynchronous environments are shared. Many thanks to the Associate Degree Early Childhood Teacher Educators (ACCESS) for making this archived webinar available.</p>	<p><b>Building Relationships and Supporting Each Adult Using Technology (recording and handout)</b></p> <p><a href="https://accessece.org/news/9166661">https://accessece.org/news/9166661</a></p>
<p><b>Ever Wish There Were Short Tutorials on New Technology Tools to Use in Your Online Teaching?</b> Well, your wish has been granted. ACCESS is offering a new free technical assistance series called Tech Tools for Teaching or T3. Each zoom chat will feature a different technology tool. Each learning and sharing session will provide a brief overview of the tool, how to use it, and ways in which it can be a resource to effective teaching and learning. Register in advance to receive the link to each session.</p>	<p>To register for the September 21 call on <b>Wakelet</b>, go to <a href="https://accessece.org/event-3932141">https://accessece.org/event-3932141</a></p> <p>To register for the October 19 call about <b>Flipgrid</b>, go to <a href="https://accessece.org/event-3932142">https://accessece.org/event-3932142</a></p> <p>To register for the November call about a tool <b>TBD</b>, go to <a href="https://accessece.org/event-3932143">https://accessece.org/event-3932143</a></p>
<p><b>Assessment in a Pandemic</b></p> <p>The vast majority of colleges changed their assessment practices after courses shifted online this past spring, according to a <b>new report</b>. Among the most common changes: adjusting assignments and assessments, making deadlines flexible, and moving to pass/fail grades. Less often, colleges accepted alternative assessments, adjusted course evaluations, and made courses credit/no credit. Read a 2-page executive summary or full report to discover guidance in the form of “do’s” and “don’ts” for higher education.</p>	<p><b>Assessment During A Crisis: Responding to a Global Pandemic</b></p> <p><a href="https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/2020-COVID-Survey.pdf">https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/2020-COVID-Survey.pdf</a></p>
<p><b>A Few Words About Faculty Finds</b></p> <p><b>Faculty Finds</b> 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 <a href="http://eepurl.com/ggHi3j">http://eepurl.com/ggHi3j</a></p> <p><b>Faculty Finds</b> 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 <b>Faculty Finds</b> are archived at <a href="https://www.earlyedualliance.org/modules-and-more/">https://www.earlyedualliance.org/modules-and-more/</a> To suggest resources/topics or provide feedback, please contact Camille (<a href="mailto:camille.catlett@unc.edu">camille.catlett@unc.edu</a>).</p>	