FACULTY FINDS

New Early Intervention/Early Childhood Special Education Standards

Initial practice-based professional preparation standards (birth through age 8) were recently approved by the Council for Exceptional Children (CEC). These standards establish the vision for what professionals do in practice to deliver effective instruction that improves the learning of infants, toddlers, preschoolers, and young children with disabilities and their families. They are the first formal standards to focus specifically on the preparation of early interventionists and early childhood special educators, and emphasize the unique skills and knowledge required for practice across home, classroom, and community settings.

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators

https://www.dec-sped.org/ei-ecse-standards

Resources to Support Culturally Responsive Teaching

In the January 2020 issue of Faculty Finds, I shared *Culturally Responsive Teaching*, a document that delineates eight competencies of culturally responsive teaching. Starting with reflecting on one's own cultural lens, the resource identifies specific capabilities (e.g., model high expectations for all students, promote respect for student differences) and highlights key components of each. A new companion tool (*Culturally Responsive Teaching: A Reflection Guide*) features reflection questions related to each area of culturally responsive teaching competence. Consider using the questions to reflect on your own work (e.g., how do the assignments, projects, and assessments I use connect content area knowledge to students' daily lives, including experiences with racism and injustice?). Or consider pairing the reflection questions with different student assignments. Or, what if your students have an assignment like this: Create a small group activity that will both engage and challenge what preschoolers know about an aspect of science. As part of the assignment, build in questions from the reflection guide, like "how do I help [children] to develop high expectations for themselves?"

Culturally Responsive Teaching
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf

Culturally Responsive Teaching: A Reflection Guide
https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf

A Faculty Finds Gumdrop: Career Choices

Discard any tapes you have about how to talk with children about the jobs they might seek in the future. It's a whole new day with this delightful rap from a young child about the A-Z career choices that are open to him. I challenge you to watch this gumdrop and not be inspired about how to use it. What might it be like to:

- Have a conversation with children about each of the professions mentioned?
- Take each letter of the alphabet and consider other careers that also start with that letter?
- Take any of the careers and spend a day talking about it? For example, "H" is for hospital administrator. What is a hospital administrator? Where does she/he work? What do they do? Who are their colleagues?

Or just enjoy the flow and then have a conversation with children to learn if they know any other raps or songs about jobs.

A-Z Career Choices
https://www.youtube.com/watch?v=U9TLZBZ3eo8&t=11s&fbclid=IwAR07_EYvNaOmdCcEOZnCky1WCCFsNUK6IiFetghGnQMsQJeKUISbp1homWs

Are Your Students Objective Observers? This Free Video Can Help

Several years ago, faculty members Alison Drake and Diane Kubetz made a great video to help prepare students to be accurate and objective observers. While the video is no longer available, I reached out to the authors and have, with permission, digitized the film. It starts with an overview of subjective vs. objective statements and then systematically provides examples through which students may become adept at crafting objective descriptions. Practice with preschoolers comes first, followed by practice with even younger children.

The World of Children: Developing Child Observation Skills

https://vimeo.com/464053347

Free SCRIPT-NC Faculty Webinars in 2021

Using Technology to Build and Sustain Relationships with Students, Children, and Families
Presenter: Danielle Savory Seggerson (Lansing Community College, Michigan)
Tuesday, March 2, 2021   2:00 – 3:30 PM EST
This session will provide strategies for supporting three technology-assisted capabilities: 1) organizing online classes; 2) cultivating instructor-student and student-student relationships; and 3) preparing students to use technology effectively to support children and engage families. Strategies suitable for both synchronous and asynchronous environments will be shared.

Using Technology to Build and Sustain Relationships with Students, Children, and Families
Register at:
https://tinyurl.com/script-tech

Explicit and Intentional: Building Emphasis on Culture, Race, and Equity into Early Childhood College Courses
Presenters: Cathy Collie-Robinson and Marye Vance (Durham Technical Community College) and the SCRIPT-NC team
Tuesday, April 20, 2021   2:00 – 3:00 PM EST
Explicit emphasis related to supporting the full and equitable potential of children who are diverse in terms of culture, race, language, ability, opportunity, and life circumstances is now called for by national publications, standards, competencies, and position statements. The challenge for early childhood instructors is how to authentically and intentionally infuse new evidence and practices in courses and field experiences. This session will highlight effective strategies for taking action to address culture, race, and equity as part of activities, experiences, and assignments.

Explicit and Intentional: Building Emphasis on Culture, Race, and Equity into Early Childhood College Courses
Register at:
https://tinyurl.com/script-equity

New Resources for Supporting Equity

Two new sets of materials called "Equity Briefs" have recently been posted to the I-LABS website. One set (Research Summaries) covers topics such as race, social biases, and equity. Each brief has a solid evidence base and contains links to modules, videos and PDFs on the same topic. Topics include things like Emergence of Bias in Childhood, How Race Shapes Children's Identities, and Equity in the Classroom. The second set (Family Activities) is crafted for parents and caregivers, to help them incorporate evidence-based information into everyday conversations with their children. Topics include things like Bias in Childhood, Talking About Race, and Celebrating Multilingualism.

Research Summaries and Family Activities are available at
https://modules.ilabs.uw.edu/equity-briefs/

New Free Modules **Ongoing Child Assessment to Support Learning** is a module that explores the ongoing child assessment process and its components: ongoing assessment, observation/documentation, engaging families, and more. **Dual Language Learners: Program and Family Support** provides foundational knowledge about dual/multiple language development and ways to support the development of and engage the families of children who are dual language learners. Each module includes a PowerPoint presentation, presenter notes, activities, and handouts.	**EarlyEdU Media, Modules, and More** **https://www.earlyedualliance.org/media-modules-and-more/**
Archived Webinar on Building a Virtual Classroom Don't miss the opportunity to experience *Building a Virtual Classroom* (EarlyEdU Highlight Webinar, recorded 10/8/20). While the virtual classroom model is known by many names, including HyFlex, Blended, and Bichronous, it always includes synchronous and asynchronous components. Enjoy EarlyEdU's Katie Emerson Hoss, Higher Education Outreach and Implementation Manager, and Sharmaine Regisford, Senior Instructional Designer for EarlyEdU, discussing how EarlyEdU is using the essential components of a virtual classroom to meet the affective and pedagogical objectives of its newest course, Culturally Thriving and Socially Just Early Childhood Classrooms.	**Watch and listen to Building a Virtual Classroom at** **https://cdn2.webdamdb.com/md_A7i7H4XadyC0.mp4?1602611286**
Discover Circle Time Magazine Circle Time Magazine is a professional talk show for early childhood educators that gives real world examples of teaching and learning in a variety of early childhood education settings. Each episode features ideas for using appropriate and accessible materials, along with tips and methods to try out. Each season features a different theme, and the current season is all about inclusion. The first episode of this season talks about the referral process, IEPs and IFSPs. Bonus videos will take you inside actual IFSP and IEP meetings. The next episode explores what inclusion means to the people who live it every day – families, therapists, educators, service coordinators, and children. The third episode focuses on planning and preparation as a way to explore how to address the goals for each child within the early childhood curriculum. The fourth episode reveals environmental supports, curriculum modifications, and other approaches to individualizing to support each learner. The last episode focuses on positive social interactions which addresses the importance of creating an inclusive classroom culture in which each and every child can succeed. Watch each episode and download the magazine to get the full range of resources.	**Circle Time resources are available in English and Spanish at** **https://cultivatelearning.uw.edu/circle-time-magazine/** **Season 1 of Circle Time (focused on math) and Season 2 (focused on positive behavioral supports) are also available at** **https://cultivatelearning.uw.edu/circle-time-magazine/**

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 **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**).