

FACULTY FINDS

Are You Using the 2020 Edition of the NAEYC Developmentally Appropriate Practice (DAP) Position Statement? If Not, Here's How!

The latest edition (4th) of the position statement is now available along with a companion landing pad of related resources. While many of the core considerations, principles, guidelines, and recommendations remain consistent with previous editions, there are critical changes, which align with the *Professional Standards and Competencies for Early Childhood Educators* and the *Advancing Equity in Early Childhood Education* position statements. This edition of *DAP* reflects new research that—more extensively than in previous editions—ensures that each piece of the position statement underscores the importance of social, cultural, and historical contexts of development and elevates the need for active engagement through play, exploration, and inquiry in ways that support the whole child. Here are a few examples of how you can incorporate this new framework and the accompanying materials in your courses.

- Ask learners to compare the 4th edition with the 3rd to discern the significant differences.
- Use the position statement as a supplemental reading for a curriculum (or other) course. Each week as new topics come up for discussion, ask learners to use the position as an evidence source for supporting their ideas and answers (e.g., “What does the DAP position say about that?”)
- Use the statement’s guidance on Engaging in Reciprocal Partnerships with Families and Fostering Community Connections as the basis for assignments and rubrics in a Child, Family, and Community course.
- The Teaching to Enhance Each Child’s Development and Learning section of the DAP position emphasizes scaffolding and other practices to individualize, adapt, and differentiate to support each child. Consider using personas or vignettes that feature children who are diverse in culture, language, ability, learning style, and life circumstances to give learners opportunities to practice individualizing. The Practice Improvement Tools for using the DEC Recommended Practices are a good source for evidence-based practices that support children with or at risk for disabilities.

4th Edition of the NAEYC Developmentally Appropriate Practice Position Statement
<https://www.naeyc.org/resources/position-statements/dap/contents>

DAP: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections
<https://www.naeyc.org/resources/position-statements/dap/engaging-families>

DAP: Teaching to Enhance Development and Learning
<https://www.naeyc.org/resources/position-statements/dap/enhance-development>

Practice Improvement Tools
<https://ectacenter.org/decrp/>

Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Well-Being

West-Ed’s most downloaded item this year is this concise and insightful guide that offers practical, research- and experience-based strategies for self-care during these challenging times. Download this resource for yourself or to share with learners, colleagues, and families.

https://www.wested.org/wp-content/uploads/2020/05/Self_Care_Strategies_for_Educators_During_the_Coronavirus_Crisis-1.pdf

STEMIEFest! Resources to Support Early STEM Learning for Young Children

STEMIE hosts an annual festival to support practitioners, families, administrators, professional development providers, and faculty to engage children with disabilities in STEM learning. Archived recordings and resources like those highlighted below are now available from STEMIEFest! 2020 at <https://stemie.fpg.unc.edu/stemiefest>

- **STEM Starts Now documentary:** This brand-new documentary from Jenna Kanell features practitioners, families of children with disabilities, and people with disabilities discussing why STEM is important for children with disabilities and giving examples of how children with disabilities CAN engage and excel in STEM.
- **Practice-focused presentations:** These 15-minute recorded presentations focus on practical applications of early STEM learning for children with and without disabilities. Each recording is accompanied by a recorded Q & A session.
- **Storybook sessions:** These 15-minute recordings provide ideas on engaging children in STEM learning using books. Each recording is accompanied by a recorded Q & A session.
- **MakerFest:** These videos, produced by the Little Orchestra Society, provide step-by-step instructions on creating instruments and objects to use in exploring wind and sound using everyday objects and loose parts.
- **Media cubbies:** This is a collection of videos and resources developed by museums and organizations focused on early STEM learning.
- **STEM mini-chats:** These are brief 10-minute presentations on early STEM content or research.

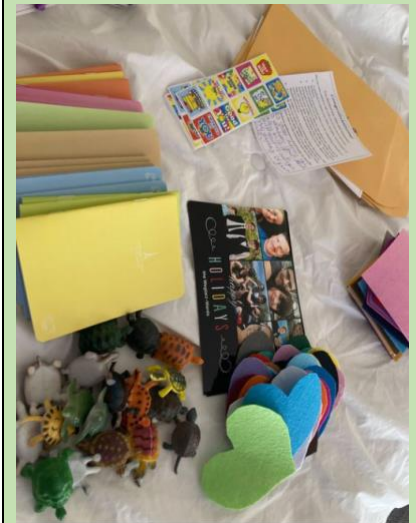
Connecting With, Appreciating, and Encouraging Online Students

At the end of the semester, the amazing Dr. Jenna Weglarz-Ward sent a care package to each of her students to underscore how she missed seeing them in person. Each package included:

- A notebook to capture ideas, thoughts, and moments of brilliance.
- Stickers for students to give themselves when they do something awesome (or need to remember they are).
- Felt hearts to remind students that we care about you. These can be tucked into your wallet, pinned to the inside or outside of your bag, put on your desk, or anywhere else you like. You also have extras to give to others who need to know you care about them.
- A turtle to empower students to move forward, enjoy the journey, and tuck inside when rebalance is needed. Keep the turtle in your pocket, put it on your desk, shelf, or car dashboard.

Interested in more ideas for how to build and sustain online learning community?

Check out the archived webinar (Shift Happens: Part 1 Building and Sustaining Online Community) at <https://accessece.org/news/9166661>



Explore the EarlyEdU Modules on the EarlyEdU Media, Modules, and More page

Faculty, instructors, and professional development (PD) providers can use these modules for PD or higher education classes. The modules range from one-and-a-half to three hours long, and each module typically includes PowerPoint slides, presenter notes, activities and handouts. Current module topics include Building Skills in Two Languages, Dual Language Learners: Program and Family Support, Emotional Literacy, Family Engagement, Mindfulness: A Resilience Practice, Practice-Based Coaching: Components and Implementation Strategies, Ongoing Child Assessment to Support Learning, and Using Interactive Media in Early Learning. Everything is available at <https://www.earlyedualliance.org/media-modules-and-more/>

Assignment Idea for a Course on Inclusion, Literacy, Environments, or??
 The wonderful folks at Paul Brookes have a set of tips in their Inclusion Lab for [ways in which to make a book corner in a preschool classroom more inclusive for seven individual children](https://blog.brookespublishing.com/7-ways-to-make-your-book-corner-more-accessible-early-childhood-inclusion-tips/). With a few simple tweaks, this resource can be turned into an excellent assignment for students on how to individualize a book corner to engage different children. Using a chart like the one below, ask students to think about each of the seven children (e.g., #1 Sam) and to identify specific strategies for increasing Sam’s interest in spending time in the book corner. In addition, ask students to identify the evidence-based practices that support the strategies they are recommending. Consider adding children with different characteristics (e.g., a child who is a dual language learner).

Challenge	Strategy	Based on . . .
#1 Sam is easily distracted – sometimes he stops by the book corner, but he doesn’t focus on anything for very long.	Ask learners to identify ways in which they might increase Sam’s interest in spending time in the book corner.	Ask learners to identify the evidence sources for the strategy(ies) they propose

Check the actual tips for some answers but encourage students to think of even more.

Paul Brookes Inclusion Lab
<https://blog.brookespublishing.com/>

7 Ways to Make Your Book Corner More Accessible
<https://blog.brookespublishing.com/7-ways-to-make-your-book-corner-more-accessible-early-childhood-inclusion-tips/>

What Are Components of Quality Teaching in Diverse Preschool Settings?
 This 2020 publication summarizes the results of a research study that set out to investigate preschool teaching practices that offered culturally relevant and linguistically sustaining teaching rooted in the science of how young children learn. The investigation took into account pedagogy, tools, environments, and engagement. The results are shared in a series of descriptions and depictions of seven principles (e.g., teachers make visible the belief that all children can learn) that the authors believe can be helpful for transforming early childhood teaching in ways that foster equity in and through teaching. A 17-minute video (Principles for Advancing Equity in New York City UPKs) describes and illustrates each principle. These could be valuable resources for a course, particularly if coupled with examples, discussions, and assignments related to how to effectively implement and evaluate each principle.

Quality UPK Teaching in Diverse Settings
https://highqualityearlylearning.files.wordpress.com/2020/11/report.quality-upk-teaching-in-diverse-setting.final_.pdf

Principles for Advancing Equity in New York City UPKs
<https://highqualityearlylearning.org/quality-upk-in-diverse-settings/>

A World Worthy of Our Children: A Gumdrop
 I call short, engaging videos that pack a content punch “gumdrops.” The gumdrop in this issue uses the words of Pablo Casals and beautiful photographs to inspire thinking about what is important to teach and what is important to learn. If you’re a faculty member who requires students to develop their philosophy of teaching, this might be an interesting resource to incorporate in that assignment.

A World Worthy of Our Children
<https://youtu.be/1wlIfSsNP58>

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).