


FACULTY FINDS

Bring the Latest Developmentally Appropriate Practices into Courses, Field Experiences, and Professional Development

The 4th edition (2020) of the NAEYC position statement on developmentally appropriate practices (DAP) reflects new research that—more extensively than in previous editions—ensures 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 some ideas for how to integrate this thoughtfully crafted framework.

 Search the [NAEYC website](#) to discover the many free resources related to DAP or visit the [DAP landing pad](#) to discover additional resources.

- Download the DAP Crosswalk, a new resource for using *Developmentally Appropriate Practice* (3rd ed.) with NAEYC's 2020 DAP Position Statement. This crosswalk aligns NAEYC's fourth edition of the DAP Position Statement with the third edition of *Developmentally Appropriate Practice* book. It includes recommended readings from NAEYC books and journals to apply and deepen teacher candidates' understanding of DAP in action.
- Use the DAP position statement to promote inquiry and the use of professional resources. As part of a discussion or in response to a student discussion or reflection ask, "what does the DAP position say about that?"
- Use the DAP to help learners to discover other evidence-based practices that can support their effective use of DAP. The [core considerations](#) (commonality, individuality, and context) apply to all aspects of educators' decision-making. Consider, for example, introducing learners to the [Practice Improvement Tools for using the DEC Recommended Practices](#). This set of practice guides and performance checklists pairs well with DAP when considering how to support children with or at risk for disabilities and their peers.
- Build cohesion between coursework and field experiences by using DAP to guide observation, documentation, and application. For example, after introducing and discussing DAP, create a simple checklist with the actions that exemplify DAP Guideline 4: Teaching to Enhance Each Child's Development and Learning ([DAP Position Statement](#), pages 21-24). Ask learners to use the checklist to observe and document examples of the practices at their field experience site (or while watching a video). Ask learners to share what they noticed **and** what they didn't notice. Then ask them to discuss ways in which actions that were not observed might be incorporated in the setting.

Developmentally Appropriate Practice (DAP) Position Statement
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

NAEYC Website
<https://www.naeyc.org/>

DAP Landing Pad
<https://www.naeyc.org/resources/developmentally-appropriate-practice>

Crosswalk for NAEYC's 2020 Position Statement on DAP
<https://www.naeyc.org/resources/position-statements/dap-2020-crosswalk>

Core Considerations to Inform Decision Making
<https://www.naeyc.org/resources/position-statements/dap/core-considerations>

Practice Improvement Tools for Using the DEC Recommended Practices
<https://ectacenter.org/decrp/>

Looking for Ways to Build Emphasis on Culture, Race, and Equity into Early Childhood College Courses?

Check out the resources from the SCRIPT-NC April webinar. The session highlighted effective strategies for taking action to address culture, race, and equity as part of activities, experiences, and assignments. In addition to the webinar recording and a set of PowerPoint slides with examples, the session materials include a handout with 10 effective strategies. Examples and additional resources are provided for each strategy. Don't miss the tools for equity observation and equity reflection!

The next SCRIPT-NC webinar will focus on using children's books to support identity, equity, and inclusion. Register now for the event, which will be held on Tuesday, August 31, 2021 from 2:00 – 3:00 PM EDT.

Explicit and Intentional (webinar resources)

<https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-explicit-and-intentional-building-emphasis-culture-race-and-equity-early>

Register for **Using Children's Books to Support Identity, Equity, and Inclusion**

https://fpgcdi.zoom.us/webinar/register/WN_7ppQg-k4T_uMKEUOWDnw7w

New Resources on Observation, Documentation, and Assessment

All materials from a May webinar on observation, documentation, and assessment are available in a single Wakelet. Discover the recording, PowerPoints, resources, activities to support development of skills, and **assignments** through which learners can demonstrate what they have learned. Thanks to **ACCESS** and Danielle Savory-Segerson for these resources.

Essential Processes: Using Observation, Documentation, and Assessment to Learn About and Support Each and Every Child

<https://wke.lt/w/s/IXcaNz>

Videos to Support Your Work

- **Reflecting on Anti-bias Education in Action: The Early Years**

This documentary film features vignettes of anti-bias strategies in early childhood classrooms interspersed with teachers reflecting on their practice. The film shifts the focus away from the talking heads of experts and on to the voices of teachers committed to diversity and equity on a daily basis. By taking viewers into diverse early childhood classrooms, the film seeks to demonstrate the importance of teacher reflection on identity, context, and practice in anti-bias education and provides a much-needed resource for teacher education and professional development. A companion Viewer Guidebook with discussion questions and additional resources is available to download.

- **The Lunch Date** and **Widen the Screen**

These short videos offer two very different options for promoting learning and thinking about perceptions and assumptions. One presents a clearly historical perspective, while the other is definitely current. Each should be choreographed in terms of how you prepare learners for what you want them to pay attention to and how you facilitate a discussion of the content and how it applies to interactions with children, families, and colleagues. Consider how you might use these clips with learners, colleagues, or others. Might you show the historical one first and discuss it, then show the second one?

Reflecting on Anti-bias Education in Action: The Early Years (video)

<https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

Viewer Guidebook

https://www.antibiasleadersece.com/wp-content/uploads/2021/04/ABE-GUIDEBOOK-FOR-FILM_4_23_2021-1.pdf

The Lunch Date

<https://www.youtube.com/watch?v=epuTZigxUY8>

Widen the Screen

<https://www.youtube.com/watch?v=PUH0p5i8-f4>

Committed to Increasing Student Diversity?

This report from **Bellwether Education Partners**, **HeadStarter Network**, and the **National Head Start Association** is full of innovative ideas for improving the preparation and support of the next generation of early educators for the ECE field. The report outlines five strategies for bringing about an effective early educator preparation system: 1) redefine credentials; 2) rethink degree attainment; 3) optimize practice-based training; 4) expand job-embedded coaching; and 5) connect in-service preparation to career advancement. The report raises many issues for discussion.

Broader, Deeper, Fairer: Five Strategies to Radically Expand the Talent Pool in Early Education

<https://www.nhsa.org/knowledge-center/center-for-policy-data-and-research/reports-and-recommendations/broader-deeper-fairer/>

The EarlyEdU Alliance is Now Enrolling New Members!

The EarlyEdU Alliance is committed to high-quality early learning by transforming professional development for early childhood educators.

EarlyEdU Alliance membership is **free** for any professional in the field of early learning who is affiliated with a nonprofit institution of higher education, community organization, or governmental agency. Please visit our **Members Benefits** page (<https://www.earlyedualliance.org/membership-benefits/>) to join the Alliance and learn about **free** member resources, including:

Media Library

- 2,200+ captioned videos of evidence-based teaching practices, interviews, and lectures (English, Spanish, and Somali subtitles)
- Observation-length videos, 5, 10, 15, and 20 minutes in length
- Professional development packages

Online and In-person Competency-based Courses

- Becoming a Teacher Leader
- Child Development and Brain Building
- Child Observation and Assessment
- Children's Health and Wellbeing
- Family Engagement
- Infant Mental Health
- Practice-based Coaching
- Engaging Interactions and Environments
- Supporting Children Who Are Dual Language Learners
- Positive Behavioral Support for Young Children
- Highly Individualized Teaching and Learning
- Culturally Thriving and Socially Just Early Childhood Education
- Executive Functioning and Approaches to Learning
- Supporting Language and Literacy Development in Preschool
- Learning with Digital Media in Early Childhood
- Child Guidance: Creating Caring Classrooms to Support Positive Behavior

Modules for use in teaching and professional development activities

Faculty Community of Practice

Professional Development Courses like The EarlyEdU Approach and Teaching Online

Highlight Webinars, a monthly series featuring subject matter experts and resources relevant to educators working with early childhood education students and workforce members

Monthly Newsletters to keep up to date on the latest news from EarlyEdU and the early childhood education community

Customized training and technical assistance packages are available for purchase for EarlyEdU Alliance members. Please contact info@earlyedualliance.org for more information.

Explore all that is new with **EarlyEdU** (<https://www.earlyedualliance.org/>)!

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).