

FACULTY FINDS

HOT OFF THE PRESS: 4th Edition of *Developmentally Appropriate Practices* Has Special Features for Faculty

The 4th edition of the National Association for the Education of Young Children (NAEYC) *Developmentally Appropriate Practices* monograph, which premiered this month, has some significant new features for faculty. First, there's Appendix C (Changes to the Position Statement, Changes to the Book: Resources and Strategies for Faculty) which "offers ideas, tools, and strategies to support weaving [knowledge and application of DAP throughout diverse courses and field experiences] in increasing levels of complexity to address the real-world dilemmas of the field." (Page 297).

Second, there are also six online "charts," one for each of the standards of the **Professional Standards and Competencies for Early Childhood Educators**. Each chart offers faculty additional readings, vignettes, thought/reflection questions, activities, and assignments to assist faculty in incorporating DAP content and practice across their higher education programs.

Want more? Sign up for the free ACCESS webinar on December 2 to learn about new options, resources, and opportunities for incorporating the new DAP resources in coursework and field experiences.

To access the faculty resources to accompany DAP, go to

<https://www.naeyc.org/resources/developmentally-appropriate-practice/get-faculty-resources>

Fill out the brief webform to go directly to the resources. **SAVE THE URL** so you don't need to complete the form every time you want to visit the resources.

Sign up for the New Resources for Incorporating DAP in Early Childhood Programs webinar at <https://accessece.org/event-4484295>

A Primer on Social and Emotional Learning (SEL) and Culturally Responsive and Sustaining Education (CRSE)

Preparing students who learn about and promote equity is an ongoing challenge for faculty. While there is no single strategy for meeting this challenge, two broad approaches have gained traction among those committed to equity: SEL and CRSE. Both approaches have recently been called into question in some states and districts for their perceived connections to critical race theory (CRT), which is itself the subject of contentious political debate. This brief explains each of these three concepts, how each one relates to addressing issues of equity, and how SEL and CRSE are distinct from the academic framework of CRT. It might be a useful tool for familiarizing faculty and students with what each framework is and is not.

What Are Social and Emotional Learning and Culturally Responsive and Sustaining Education – and What Do They Have to Do with Critical Race Theory?

https://www.wested.org/wp-content/uploads/2021/09/SEL_CRSE_CRT-primer_Brief_Rd2-3.pdf

Interested in How the Pandemic Has Impacted Higher Education?

A new study from NAEYC address shifts since spring 2020. *Struggles, Successes, and Silver Linings: The Impact of the Pandemic on ECE Postsecondary Programs* summarizes findings from a survey in 43 states, the District of Columbia, and Puerto Rico. In addition to documenting changes in courses and field experiences, the results share effects of the COVID-19 pandemic on budget, staffing, enrollment, and graduation.

Struggles, Successes, and Silver Linings

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/brief_-_covid_higher_ed_survey_results_full_2021.pdf

Do You Address Early Intervention and Early Childhood Special Education Content?

If yes, you may want to explore brand new resources from the U.S. Department of Education, Office of Special Education Programs.

- **Child Find, Referral, and Eligibility** – This Q&A document clarifies expectations and requirements for implementing the **Individuals with Disabilities Education Act (IDEA)** in light of the many challenges of the COVID-19 pandemic and as more schools and programs are returning to in-person services.
- **Development and Implementation of Individualized Education Programs** – This Q&A document highlights certain IDEA requirements related to the development and implementation of individualized education programs (IEPs) and other information that state educational agencies (SEAs) and local educational agencies (LEAs), regular and special education teachers, related services providers, and family members should consider.

Child Find, Referral, and Eligibility

<https://sites.ed.gov/idea/idea-files/return-to-school-roadmap-child-find-referral-and-eligibility-oct-29-2021/>

Development and Implementation of Individualized Education Programs

<https://sites.ed.gov/idea/idea-files/return-to-school-roadmap-development-and-implementation-of-ieps/>

Resources and Assignments for Preparing Advocates

The October 2021 issue of Natural Resources provides a page of free resources that can help students learn about and apply advocacy skills. Consider following the introduction with an assignment like one of these.

- **Advocate for a Policy Change.** 1) Interview one or more leaders of local programs to learn about a state or local early childhood need. 2) Identify a policy that impacts that need. For example, in a state that currently has significant teacher shortages, there is a policy that students may not apply for T.E.A.C.H. Early Childhood[®] scholarships if they have any outstanding debt. A change in this policy would allow more students to continue on their path toward becoming teachers. 3) Identify the individual(s) with responsibility for implementing the policy and craft a letter advocating for change.
- **Use a Public Service Announcement (PSA) as an Advocacy Tool.** Eva Horn, of the University of Kansas, asks her students to develop a PSA to raise awareness about an important issue, convey information, or promote a behavioral change. After selecting a topic (e.g., impact of excessive screen time), they research the topic, identify the goal of the PSA, clarify the target audience, and determine the format (e.g., video, print). Then her students create a storyboard draft that tells the story of the PSA, develop the 30-second PSA, and ultimately share their efforts and results with their peers.

Free Resources for Supporting Advocacy

<https://scriptnc.fpg.unc.edu/natural-resources-free-resources-supporting-advocacy>

Help Shape the Priorities for Free STEM Resources for Faculty

STEMIE, a national focused on early science, technology, engineering, and math resources, has funds to develop professional development for faculty related to preparing educators and service providers to engage young children (birth to five) with and without disabilities in meaningful and high quality STEM experiences. **They want to hear from you!** Please share information about your coursework, experiences, beliefs, and practices in STEM and inclusion, so that they can design the most useful and relevant professional development resources and opportunities. Please respond by December 17!

PLEASE complete the STEMIE survey to help the project develop innovative ways to integrate STEM and inclusion into your coursework and educator preparation programs.

Click this link:

https://unc.az1.qualtrics.com/jfe/form/SV_biQbl2PiX91TeYJ



New Course! Learning Leaders in Early Childhood Education

Learning Leaders in Early Childhood Education (ECE) is a competency-based course designed to help participants fully realize their capabilities as leaders within their communities and beyond in the early childhood education field. The course emphasizes self-reflection and analysis of inequitable systems both past and present to promote anti-racist ideas, practices, and policies. It inspires participants to commit to creating and sustaining positive changes in early learning settings that allow all staff, children, and families to thrive.

Participants progress through the course guided by the 5R's for Learning Leaders in ECE, a set of high-leverage behaviors that strong leaders aspire to achieve in their daily work to elevate teaching and learning.



EarlyEdU Alliance Highlight Webinar, December 2021

Learning Leaders in Early Childhood Education (ECE) is our newest competency-based course designed to help learners fully realize their capabilities as a leader within their community and beyond in the early childhood education profession using the 5Rs Framework for Learning Leadership. Join host Katie Emerson-Hoss, instructional designer Shar Regisford, and content specialist Anna McAloon to learn how the course emphasizes self-reflection and analysis to promote anti-racist ideas, and equitable practices in the domains of relationships, reason, resources, reflective dialogue, and recognition. We hope this course will inspire a commitment to creating and sustaining positive changes in early learning settings that allow all staff, children, and families to thrive.

Register for the webinar. After registering for one or both webinars, you will receive a confirmation email containing information about joining the webinars.

Date: Thursday, December 9, 2021

Time: 10–10:30 a.m. PT / 1–1:30 p.m. ET

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).