

FACULTY FINDS

Resources for Supporting Equitable and Culturally-Responsive Practices

A Language Guide to Center Racial Equity: While this guide was designed to help researchers reflect on some of the current language used in the field of education, it actually has much broader utility. Consider sharing this guidance with students who will be writing papers or delivering presentations so they may consider using more specific, person-centered language and move away from wording that applies external value judgements. Faculty could also use examples in the guide to discuss the explicit and implicit power of language and words.

Equity in Action: Unpacking Key Terms: This primer explains social and emotional learning (SEL), culturally responsive and sustaining education (CRSE), and critical race theory (CRT) and explores how each relates to equity issues and how SEL and CRSE are distinct from the academic framework of CRT. This might be a helpful resource for students to understand and use terms correctly.

Embracing Culturally Responsive and Sustaining Instructional Materials

https://s3.amazonaws.com/newamericadotorg/documents/Muniz_-_Embracing_Culturally_Responsive_and_Sustaining_Instructional_Materials.pdf

Through the use of culturally-responsive and sustaining instructional materials, children (and college students) see their cultural experiences, funds of knowledge, interests, and daily life elevated in all aspects of learning—from educators' beliefs and behaviors to the content in the curriculum. This report argues that embracing high-quality instructional materials that are both rigorous and relevant is crucial to addressing equity in education. It also shares strategies for choosing, developing, and using materials wisely.

Bias-Based Beliefs Reflection: REL West created an activity to promote examination of assumptions and biases. The materials include an article (Confronting Our Beliefs About Poverty and Discipline) and a set of reflection questions about policies, procedures, and practices. Consider asking students to read the article and respond to/discussing the questions provided.

Want Your Students to Actually READ the Syllabus? Here Are Two Ideas.

Consider encouraging them by showing this Snoop Dogg video at the beginning of the semester. If that doesn't work, try the approach used by Professor Kenyon Wilson at the University of Tennessee. He put clues about a cash prize on the second page of his syllabus. The first student to follow the clues would receive a \$50 bill. Read the brief article to see what happened.

A Language Guide to Center Racial Equity

<https://earlylearningnetwork.unl.edu/wp-content/uploads/2021/05/210519-Racial-Equity-Guide.pdf>

Equity in Education: Unpacking Key Terms

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

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Bias-Based Beliefs Reflection

https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Bias-Based_Beliefs_Reflection_508.pdf

Snoop Dogg: Read the Syllabus

<https://youtu.be/Tnlaokj1opA>

Professor Offers Prize in Syllabus

<https://www.nytimes.com/2021/12/18/us/professor-syllabus-money.html>

New DAP Resources for Faculty

NAEYC has recently compiled and posted a suite of resources to support early childhood faculty in learning about, teaching about, and implementing developmentally appropriate practices. To get the faculty resources, go to <https://www.naeyc.org/resources/developmentally-appropriate-practice/get-faculty-resources>. Enter your name and email address to receive a unique URL that will give you ongoing access to all the materials. Once there you'll find Appendix C which summarizes changes and opportunities in the DAP 4th edition for faculty, along with vignettes, activities, assignments, reflection questions, and other resources organized by the six professional standards for early childhood educators.

Access Faculty DAP Resources

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

Watch a 10-minute overview of new faculty DAP resources at

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

Free Faculty Professional Development Opportunities

On **February 17, 2022 at 1:00 – 2:00 PM EST** SCRIPT-NC will host a free faculty webinar: **What you don't know about ACES Part 2**. Adverse Childhood Experiences or ACEs is one of the most widely used terms when discussing the traumatic events that occur in childhood (0-17 years) such as experiencing violence, abuse, or neglect. This webinar will share examples of how to integrate trauma-responsive resources for students to learn and practice this content across different course offerings and field experiences. **Register for webinar at <https://unc.zoom.us/meeting/register/tJ0rcO-tqDMuGN2q17fUThwo0daObIjb75ol>**

NOTE: What You Don't Know About ACES Part 1 unpacked what's important to know about ACEs in an October 2021 webinar. The presenters strongly encourage you to watch the **archived recording of Part 1** before participating in Part 2.

Higher Order Thinking: Using Questions to Promote Knowledge Application

Looking for ways in which to support students to move from knowledge acquisition to knowledge application? Questions can be a terrific resource for discussion, assignments, reflection, and more. Here are several examples of resources that faculty members and instructors can draw on in supporting and measuring knowledge application.

- **Higher Order Thinking: Bloom's Taxonomy** <https://learningcenter.unc.edu/tips-and-tools/higher-order-thinking/>
This website offers sample questions for level of the taxonomy.

- **Higher Order Thinking Questions for Your Next Lesson**
<https://artsintegration.com/2020/10/19/higher-order-thinking-questions/>

This resource offers a number of tools and examples for promoting higher level thinking, engagement, deep inquiry, demonstration, and quality (over quantity).

- **Higher Order Questioning Techniques for All Students. Why?**
<http://pjlanguagelarningassistance.com/page2/page25/files/Higher%20Order%20TQ.pdf>

Want a quick tutorial on how to move students from knowledge acquisition to knowledge application using questions? Stroll through these slides!

- **Revised Bloom's Taxonomy – Question Starters**
<https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf>

This basic list of higher questions can help faculty members to develop a repertoire of questions for stimulating higher level thinking.

New Source for Faculty Resources - the Early Childhood Personnel Center (ECPC)

Make your way to the ECPC website for extensive and excellent free resources focused on early childhood special education and early intervention, but with many applications to early childhood courses and professional development.

- **the ECPC Curriculum Modules**. There is one module for each of the DEC EI/ECSE standards, each of which includes sample syllabi and learning activities, guides for content, multimedia illustrations (e.g., videos), and other resources
- **eLearning lessons, practice guides, and videos** on naturalistic instruction, everyday child learning activities, interest-based child learning, authentic child assessment, and other topics

<https://ecpcta.org/ihe-faculty/>

<https://ecpcta.org/curriculum-module/>

<https://ecpcta.org/instructional-videos/>

EarlyEdU Welcomes New Senior Director!

EarlyEdU is happy to announce that Allyson Dean, EdD, is now Senior Director of the EarlyEdU Alliance within the College of Education at the University of Washington. Allyson will direct EarlyEdU, working locally and nationally to foster partnerships that support high-quality learning and the transformation of professional development for early childhood educators. Before joining EarlyEdU, Allyson served as the Senior Director of Training and Quality for the National Center for Early Childhood Development, Teaching, and Learning (NCECDTL). Before joining NCECDTL, Allyson worked as Lead Senior Writer and Infant-Toddler Specialist for the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) and co-authored the ZERO TO THREE Critical Competencies for Infant-Toddler Educators™. Preceding her tenure at these two national technical assistance centers, Allyson worked at the University of Southern Maine as the Director of Maine Roads to Quality, Maine's early childhood professional development center. Allyson holds a doctorate in educational leadership from the University of Maine.



Allyson Dean

Meet Mike Browne and Learn About EarlyEdU's Commitment to Diversity, Equity, and Inclusion

EarlyEdU's mission is to further diversity, equity, and inclusion through our resources, operations, and community engagement. Mike Browne, our new Senior Director of Community Engagement, will lead these efforts *and* a diverse team of early childhood educators, media producers, graphic and instructional designers, and content specialists to ensure EarlyEdU materials honor and support the diversity of our early childhood educators, their students, and families. Meet Mike and learn more about our commitment at the upcoming **Highlight Webinar**.

Date: Thursday, February 10, 2022

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

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



Mike Browne

Join the Next Faculty Community of Practice Meeting

Join the conversation! Find inspiration and learn from colleagues in the EarlyEdU Faculty Community of Practice. Our aim is to share ideas on ways to improve how we offer instruction and support student learning using the EarlyEdU approach and other EarlyEdU resources. Faculty includes anyone responsible for leading adult learning; coaches and trainers are welcome to join too!

Date: Thursday, February 10, 2022

Time: 12pm-1:30 pm PT/3 pm-4:30 pm ET

Email info@earlyedualliance.org for additional information and registration.

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).