FACULTY FINDS

Supporting Students to Reflect Each and Every Child and Family: Representation

Recently, Instagram and other public media lit up as children recognized themselves in scenes from the recent film *Encanto* (**https://awalkwiththemouse.com/little-girl-believes-she-is-mirabel-from-encanto/**). The importance of thoughtfully and authentically incorporating content and images in early childhood materials that reflect diversity, equity, and inclusion in early childhood materials – i.e., representation – has been presented in recent research, writing, and videos.

- **The Representation of Social Groups in U.S. Education Materials and Why it Matters: A Research Brief** **https://www.newamerica.org/education-policy/briefs/the-representation-of-social-groups-in-us-education-materials-and-why-it-matters/**

- **New Director's Cut of Tell Me Another Story** **https://www.ezra-jack-keats.org/tell-me-another-story/**

- **Embracing Culturally Responsive and Sustaining Instructional Materials** **https://s3.amazonaws.com/newamericadotorg/documents/Muniz_-_Embracing_Culturally_Responsive_and_Sustaining_Instructional_Materials.pdf**

- **Using Children's Books to Support Identity, Equity, and Inclusion** **https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-using-childrens-books-support-identity-equity-and-inclusion**

These resources are encouraging faculty and instructors to consider how they are using representation in their own teaching, as well as how to prepare students and professionals to do the same in all aspects of their work. Each of the above resources gives examples that may help to answer these questions:

- **Are your students learning about the importance of representation across courses and professional development experiences?**
- **Do your students know where to get evidence-based resources to assist them in their efforts to support representation?**
- **Are your students required to focus on representation as part of their observations and field experiences?**
- **Do your students have opportunities to show how they can support representation in the assignments they complete?**

Spring 2022 *Young Children* Shares Resources on Preparing EC Educators

Check out the **Table of Contents** for the Spring 2022 issue of *Young Children* to discover a cluster of articles on impactful practices for teacher educators and preparation programs. The cluster includes articles about transforming syllabi and course assignments, in-class activities, and aligning field experiences with developmentally appropriate and equitable practices. The lead article, **Preparing Equitable and Inclusive Early Childhood Educators: Three Evidence-Based Strategies**, and several others are available to both NAEYC members and non-members.

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https://www.naeyc.org/resources/pubs/yc/spring2022

Preparing Equitable and Inclusive Early Childhood Educators: Three Evidence-Based Strategies
https://www.naeyc.org/resources/pubs/yc/spring2022/equity-teachers

Looking for Data, Information, Tools, and Other Racial Equity Resources?

The **Early Childhood Technical Assistance Center** has developed a webpage of curated racial equity resources. These curated resources focus on the myriad and far-reaching implications of racial inequities in early childhood special education and early intervention. They can be used to support individual growth and develop understanding of racial equity by highlighting policies, practices, and strategies that can bring about equitable outcomes for children and families.

Racial Equity Resources
https://ectacenter.org/topics/racialequity/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Resources for Addressing Differentiation in Courses and Field Experiences

When some students and teachers think of differentiation, they imagine having to create a different lesson for every student in the room. Here are some resources to consider using to support learning about and application of practices related to differentiating.

- **Differentiating Instruction: It's Not as Hard as You Think -** This video explains that differentiating instruction is really about getting to know your students and making decisions. It offers some low-lift strategies for making activities accessible for students with all types of gifts and challenges.

- **Differentiation in Preschool -** This article provides an overview of the concept and offers two different examples, for 3-year-olds and 5-year-olds.

- **Differentiating Learning Opportunities in Early Math -** This suite shares

  how differentiation practices can support participation in early math activities.

Once students have learned about differentiation, consider the following:
- Do your students practice looking for and discussing examples of differentiation after watching videos and/or observing in early childhood settings?
- Are your students required to incorporate practices related to differentiation into the design of opportunities to support child learning and development?

Differentiating Instruction: It's Not as Hard as You Think
https://www.youtube.com/watch?v=h7-D3gi2IL8

Differentiation in Preschool
https://www.edutopia.org/article/differentiation-preschool

Differentiating Learning Opportunities in Early Math
https://eclkc.ohs.acf.hhs.gov/video/differentiating-learning-opportunities-early-math

Do You Teach About Early Learning Environments?
Here are some recent resources that may be useful in courses in which students learn about, design, and implement environments that support each and every young child.

- **Principles of Ideal Learning Environments -** **https://trustforlearning.org/wp-content/uploads/2020/09/SHORT-Principles-of-Ideal-Learning-042821-Final-1.pdf**

The principles draw from world-renowned early childhood approaches that represent shared core concepts that form the foundation of ideal early learning.

- **Ideal Learning Environments for Young Children** **https://trustforlearning.org/evidence-brief/**

This brief summarizes scientific research aligned with the principles of ideal learning environments and puts forward a "framework underlying equitable, developmental, relational models of early childhood education." Key to the framework's vision is a commitment to allowing community leaders to adopt a comprehensive early learning approach that serves their children and communities.

As you review these resources, or ask your students to do the same, consider the following:
- How do the concepts presented in these documents align with other national frameworks related to learning environments, like the NAEYC position statements on Developmentally Appropriate Practice and Equity?
- How do the practices presented support children with or at risk for disabilities in ways that are consistent with the DEC Recommended Practices?

- Are the principles as relevant to outdoor environments as indoor settings?

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The Power of Video Analysis

Delve into the spring issue of **NAEYC's _Young Children_** to find _The Power of Video Analysis: Developing Professional Vision and Anti-Bias Practices for Pre- and In-Service Teachers._ Drs. Miriam Packard, Carolyn Brennan, Gail Joseph, and Katharine Emerson-Hoss discuss how to support teacher professional vision and avoid bias while using the video analysis framework. **NOTE:** Mem-bership is required to access this article. Contact a colleague who is an NAEYC member or check your library to find the Spring 2022 issue of Young Children.

Table of Contents for Young Children, Spring 2022
https://www.naeyc.org/resources/pubs/yc/spring2022

Visit EarlyEdU on LinkedIn **https://www.linkedin.com/company/77154464/admin/**
Stay current on EarlyEdU events and national issues on our **LinkedIn page!**

Partnership for Pre-K Improvement (PPI) Toolkit Webinars

**Unpacking PPI Toolkit Phase 3: Improve, Implement, and Advocate Webinar - April 18, 2022**
Join the PPI Partners, Alliance for Early Success, Cultivate Learning, and Start Early to unpack the tools and resources around Implementing, Improving, and Advocating. The tools in this phase can assist leaders to engage in continuous quality improvement by periodically evaluating policy and practice implementations to make informed decisions for scaling policies and practices that work for all children.

Register here for Monday, April 18, 10:00 - 11:00 am PT; 1:00 - 2:00 pm ET

**Missed the February PPI Toolkit webinar?** You can view the recording at **link**. This webinar was the first part of a three-part series focusing on the PPI toolkit. This webinar highlighted tools that support identifying critical partners and collaborators to ensure a shared, aligned vision for equitable pre-K improvement.

Partnership for Pre-K Improvement, Cultivate Learning:
https://cultivatelearning.uw.edu/ppi/

Register for Unpacking PPI Toolkit Phase 3, April 18
https://washington.zoom.us/webinar/register/WN_MRmag0HMTISRs_Q-pyHyCw

Recording of February PPI Toolkit webinar
https://cdn2.webdamdb.com/md_QSyLwYSZv2v81cOr.mp4?1644603449

EarlyEdU Alliance Highlight Webinar

**Online Certificate: Early Childhood and Family Policy** Join Sharon Lynn Kagan, EdD, and Kathy Thornburg, PhD, of Early Childhood Policy in Institutions of Higher Education (ECPIHE), for a conversation with colleagues from Great Plains Interactive Distance Education Alliance (GPIDEA). As a key part of ECPIHE's effort to provide concrete evidence to support early childhood policy as a recognized field of study, the GPIDEA has created an online certificate in early childhood and family policy across eight colleges and universities. Attend the webinar to learn about the ECPIHE vision, online certificate, and how to get involved!

Register here for Thursday, April 7, 10:00 – 10:30 am PT / 1:00 – 1:30 pm ET

Register for April's Highlight Webinar
https://washington.zoom.us/webinar/register/9016472776998/WN_1K8zNE4lSIq2Dn018wN5pw

NOTE: After registering for the web-inar, you will receive a confirmation email containing information about joining the webinars. This webinar is a 30-minute overview of the topic. No certificates will be issued for attendees.

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**