

FACULTY FINDS

Did You Know That the CDC Updated the Developmental Milestones?

If you cover content related to developmentally appropriate practice (DAP) or teach courses that address child development, you are probably aware that the Centers for Disease Control recently updated the guidance they provide about the common components of development across domains. Consider using these resources to have conversations with learners about the value of developmental milestones, how to use them to help families and professionals to support individual children, or how to consider the ways in which cultural variations may/may not be reflected in the milestones.

For more information, consider watching (or asking students to watch) the blog post [Understanding Updated Developmental Milestones: An Interview with Dr. Paul Lipkin](#).

CDC's Developmental Milestones (English)

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

CDC's Developmental Milestones (Spanish)

<https://www.cdc.gov/ncbddd/Spanish/actearly/milestones/index.html>

Understanding Updated Developmental Milestones blog post

<https://www.psychologytoday.com/us/blog/child-development-central/202204/understanding-updated-developmental-milestones>

Resources to Inspire Students and Colleagues

Juliana Urtubey, the 2021 National Teacher of the Year award recipient, knows firsthand the importance of valuing all parts of a student's identity. As a first generation, bilingual immigrant, Urtubey brings all parts of herself into the classroom. In this Harvard EdCast, she shares experiences and ideas for embracing student identity, and also how teachers can be better supported in their work. Ask students to listen and consider their views on her use of the term "linguistically gifted" to describe children who are dual language learners. Consider discussing what shifts would be needed to view different home languages and different abilities as assets instead of deficits.

Creating Educational Spaces Full of Joy and Justice

<https://the-harvard-edcast.simplecast.com/episodes/creating-educational-spaces-full-of-joy-and-justice>

Combining Science and Heart: Relearning Inclusion Through Love Family Plenary Session - Zoom

Jackie Joseph, Executive Director of The Rise School of Denver in Denver, CO, was the keynote speaker at the 2022 International Inclusion Institute, which was held in May 2022 in Chapel Hill, NC. Speaking as an educator, administrator, and parent of a child with a rare genetic syndrome, Dr. Joseph delivers an informative and inspiring view on the importance of promoting high quality inclusive practices through teaching, professional development, and putting inclusion into people's hearts. Consider using this presentation in any course/presentation on inclusion or family engagement. It would also be great for an infant/toddler course to consider how to integrate initial diagnosis with evidence-based and asset-based intervention.

For Whom Does Sitting Still Work Well? For Children? College Students?

Here are two resources you can use to explore issues on sitting and learning.

- Sitting still and learning for children: Why do we require children to sit “crisscross applesauce” or stationary on a carpet square? Read this article and you’ll have even more questions. Use this article to help learners think about Universal Design for Learning (UDL) and other lenses on physical position, space, and learning.
- To ask students to sit still while performing their work actually increases their cognitive load, or the burden on the mind. It requires them to concentrate on quieting their bodies, which are seeking out avenues for sense-making, as well as on the primary task that fixes them to their desk or digital screen. Read this article for additional information.

Consider how the ideas in these articles might impact the components of assignments (e.g., how will you engage young children physically in learning) and how you support your learners.

Alternative Learning Positions: Supporting Children’s Appropriate Motor Development
<https://www.communityplaythings.com/resources/articles/2022/Alternative-Learning-Positions>

Why Students Learn Better When They Move Their Bodies
<https://theconversation.com/why-students-learn-better-when-they-move-their-bodies-instead-of-sitting-still-at-their-desks-165717>

Resources for Supporting Children Who Are Racially, Ethnically, and Individually Diverse

Incorporating Anti-Racist Principles into Preschool Classrooms is an overview of work in the Oakland Unified School District. Learn about the strategies educators in that district are using to disrupt patterns of racism and support racially, ethnically, and culturally diverse young children. The summary includes a list of **10 promising practices in early learning for boys of color** and a **promising practices portfolio of strategies for supporting boys of color and their families for improved early years outcomes**.

Consider how you might incorporate expectations to address these practices in a course assignment.

Incorporating Anti-Racist Principles into Preschool Classrooms
<https://www.newamerica.org/education-policy/briefs/incorporating-anti-racist-principles-into-preschool-classrooms/>

10 Promising Practices in Early Learning for Boys of Color
<https://drive.google.com/file/d/1MSaZu1x1k-CVxDzcnIP3kjF8RWsyWTk/view>

Promising Practices Portfolio
https://drive.google.com/file/d/1pzeJg0OLN1k8u024XjriWw0_q7DDYhUt/view

Equitable Principles for Early Care and Education

If you're looking for ways in which to support students in considering and addressing aspects of diversity, equity, and inclusion, these resources may be helpful. Consider the ten civil rights principles identified in [this document](#) and how they might support opportunities to support the achievement of each child's full potential. Here are some options.

- How do the principles mirror ideas from the [NAEYC Equity Position Statement](#)?
- How might the principles be applied in diverse early childhood programs?
- Create an observation tool from the principles that students can use to observe early childhood programs. Then ask them, based on principles that were or were not addressed, to identify ways in which they might support enhancements to those programs.

Principles for Early Care and Education

<https://civilrightsdocs.info/pdf/education/Civil-Rights-Principles-for-Early-Care-and-Education.pdf>

New Trauma Informed Care Modules from the EarlyEdU Alliance

Join EarlyEdU's Katie Emerson-Hoss and Cultivate Learning's Kim Votry and Ikran Ismail in a webinar to learn more about the *Trauma Informed Care Modules*. Discover our community-based trauma informed care training series for early childhood educators. This highlight webinar will provide you with an array of materials – Community of practice sessions! Youth podcasts! Somali podcasts! Materials in Spanish! – and how you can use them in higher education coursework, training, and coaching.

EarlyEdU Alliance Highlight Webinar

Date: Thursday, June 2, 2022

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

Click here to [Register for the webinar](#). After registering for the webinar, you will receive a confirmation email containing information about joining the webinars.

Interested in Early Childhood Policy? Here Are New Opportunities

The Early Childhood Policy in Higher Education (ECPIHE) initiative is a national project working to instantiate a new field of study, Early Childhood Policy (ECP), to address a long withstanding call for serious innovations in the ECP realm. The initiative endeavors to train future ECP leaders to take on the challenging yet essential role of advancing coherent policies for young children and their families, nationally and globally. ECPIHE guides its work with an intentional eye toward equity and diversity by engaging diverse professionals and students and equipping future ECP leaders with knowledge about and respect for the diverse families that ECP serves.

The [ECP Network](#) hosts all initiative materials, including sample teaching modules and course syllabi. Join founders of the ECPIHE initiative, Sharon (Lynn) Kagan, EdD, and Kathy Thornburg, PhD, to hear their vision for ECPIHE, the coordinating arms (i.e., the Network, the Centers, and the Alliance), their goals for the project, and how you can be involved.

ECPIHE Webinar: Growing the Field of Early Childhood Policy

Date: Wednesday, June 22, 2022

Time: 1:00 – 2:00 ET

Register at <https://www.appam.org/news/podcasts-webinars/#webinars>

Access the ECP Network at <https://ecpolicy.org>

Growing Opportunities for Men in the Early Childhood Field

What does a male-friendly ECE program look like? In [this clip](#), [Cultivate Learning](#) and the [EarlyEdU Alliance's](#) Senior Director of Community Engagement, Mike Browne (he/him), speaks with Turner Cagle (he/him), Educator and Activist for the [Multicultural Child and Family Hope Center](#), about the nuances of creating a male-friendly environment.

To learn more, join Mike Browne and his two colleagues, Nick Terrones (he/him) and Amir Gilmore, PhD, (he/him), for a virtual workshop delivered at the [4th Annual Washington State Fatherhood Summit](#), May 24-26, 2022. Mike and his colleagues will share their perspectives on dismantling the oppressive structures, perceptions, and ideologies that limit males of color from actualizing their desire to love and support society's youngest community members. Join them and other summit presenters to learn about current work to shift our systems, programs, and attitudes toward the integration and involvement of fathers and father-like figures in early learning settings.

Male Friendly Early Childhood Education video

<https://earlyedu.webdamdb.com/directdownload.php?ti=106564202&tok=rd5JNtW2tkhppsXT4mW7XARR>

While the EarlyEdU partners at the [Washington State Interagency Coordinating Council](#) will deliver this workshop with a focus on Washington state, this three-day summit will feature presentations, forums, panel discussions, and provocations that you can implement in your own environment. Please reach out to [the Council](#) directly for additional information.

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).