

# FACULTY FINDS

## Want to Increase the Emphasis on High-Quality Inclusion Practices in Your Courses and Field Experiences? Here are three ideas.

1. **Access SCRIPT-NC Webinar Sources** – The August 2022 SCRIPT-NC webinar focused on environments and interactions that foster high-quality inclusion. It included annotated collections of resources related to inclusive environments and interactions, a presentation (recording, PowerPoints) on supporting inclusive environments and interactions, and a set of assignments for incorporating high-quality inclusive practices.
2. **Use the STEMIE Why Inclusion Videos** - The STEM Innovation for Inclusion in Early Education (STEMIE) Center has produced a 3-part video series about the importance of inclusion in STEM for young children, as well as a collection of resources for families to use at home. Episode 1 addresses the evidence for the benefits of early and inclusive education, while episodes 2 and 3 focus on the characteristics of high-quality inclusive education and the outcomes of quality inclusion for children with and without disabilities.
3. **Incorporate the Indicators of High-Quality Inclusion** – The Early Childhood Education Environment (ECEE) Indicators detail the key elements that are necessary for implementing high-quality inclusive practices in early childhood settings. They are designed to assist personnel in providing effective supports and services to young children with disabilities. Consider the following:
  - How might you use these indicators to create an observation tool for students to use in courses while they are watching videos and in field experiences?
  - How might you use these indicators to help students envision how they would incorporate the indicators and elements in an assignment or a field experience?

### Environments and Interactions that Foster Inclusion webinar resources

<https://scriptnc.fpg.unc.edu/script-nc-webinar-environments-and-interactions-foster-inclusion>

### The STEMIE Why Inclusion Video Series

<https://ectacenter.org/topics/inclusion/videos.asp>

### Early Care and Education Environment Indicators and Elements of High-Quality Inclusion

<https://ectacenter.org/topics/inclusion/indicators-ece.asp>

**NOTE:** If the idea of using the ECTA Indicators to support observation, classroom action planning, or improvement is something you would like to know more about, contact [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)



### What are YOU Looking For?

Last month a reader wrote asking for an updated link to a resource that had appeared in the May 2020 issue of Faculty Finds. Sharing that link gave us an idea for a feature in **Faculty Finds**: What are YOU looking for? Is it an **article on the importance of listening to adults and children as a feature of cultural competence**? A **searchable source for diverse examples of children's books that can be used to promote social-emotional skills**? A report with ideas for how **your students can support children who lost a family member during COVID**? Or maybe some new videos to support objective observation? The resources you're looking for may well be what others are looking for, too. Email the editor with your request. Answers will be shared directly with individuals and may also be published in a future issue of Faculty Finds.

### Let Us Know What You're Looking For

Email the Faculty Finds editor  
Camille Catlett  
([camille.catlett@unc.edu](mailto:camille.catlett@unc.edu))

### New Position Statement for Your Students to Review/Discuss/Apply

The **Position Statement on Ethical Practice** from the Division for Early Childhood (DEC) is a public statement of principles and practice guidelines supported by the mission of DEC. The purpose of this statement is to support sound ethical reasoning and decision-making related to supporting families and enhancing the optimal development of young children (0–8 years) who have or are at-risk for developmental delays and disabilities.

#### Learn More and Read the Full Position Statement on Ethical Practice

<https://divisionearlychildhood.egnyc.org/dl/KAh4cOFBZ8>

### Belonging Leads to Success

A **report** by the Student Experience Project (SEP) describes how increasing students' sense of belonging can improve equity and enhance their engagement and academic performance. The study, which involved about 300 STEM instructors and 10,000 students across several campuses, focused on helping faculty members adopt evidence-based teaching practices, create communities of practice, and better understand how students perceive courses as they are being taught. The project's focus was on increasing social belonging, institutional-growth mind-set, identity, safety, trust and fairness, and self-efficacy. The study found that the students in redesigned courses in the 2020-21 academic year earned fewer D's, F's, and withdrawals compared with historical rates for the same instructors in earlier courses. Also, the percentage of students earning A's and B's grew. The study also showed that students' sense of belonging increased, particularly among Black, Latina, and Native American women experiencing financial stress. To support implementation of the report findings, the SEP has created a **resources hub** that includes a **classroom-practices library**.

#### Report

<https://studentexperienceproject.org/wp-content/uploads/Increasing-Equity-in-Student-Experience-Findings-from-a-National-Collaborative.pdf>

#### Resources Hub

<https://studentexperienceproject.org/resources/>

#### Classroom Practices Library

[https://collegetransitioncollaborative.org/sep-practices-library/?utm\\_source=iterable&utm\\_medium=email&utm\\_campaign=campaign\\_4657034\\_nl\\_Teaching\\_date\\_20220714&cid=te&source=ams&sourceid=](https://collegetransitioncollaborative.org/sep-practices-library/?utm_source=iterable&utm_medium=email&utm_campaign=campaign_4657034_nl_Teaching_date_20220714&cid=te&source=ams&sourceid=)

### Preschool Resources to Incorporate in Your Courses

**Evidence Brief: Ideal Learning Environments for Young Children** – This brief summarizes scientific research aligned with nine **principles of ideal learning environments**, a unifying framework underlying equitable, developmental, relational models of early childhood education. Drawing from multiple well-known early childhood approaches, the principles allow for multiple approaches, models, and traditions, and take into account the varied contexts within which early educators and care providers work. Values reflected in this framework include a commitment to play, equity, relationship-based interactions, an ecologically focused and child-centered perspective, and a strength-based approach with children, adults, and families. What about:

- Asking students to identify values that are common to NAEYC position statements (e.g., equity, DAP, inclusion) and the Framework?
- Asking students to incorporate one or more principles in an assignment?

#### Evidence Brief: Ideal Learning Environments for Young Children

<https://trustforlearning.org/evidence-brief/>

### 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://earlyedualliance.org/discover-resources> To suggest resources/topics or provide feedback, please contact Camille ([camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)).

### Course Spotlight: Family Engagement

Family Engagement (available in-person and online) focuses on systemic and integrated approaches to family engagement in early childhood settings serving children from birth to age 8. During this course, participants observe evidence-based practices, try out various strategies, and reflect on their experiences related to family engagement. The course is based on the premise that successful early childhood educators are committed to actions that support family well-being, nurture positive parent-child relationships, develop true partnerships with families, and respect families as agents of change. The online version is a 10-week subset of the 15-week in-person course. Alliance members may access full course materials from the member portal.

### EarlyEdU Live

EarlyEdU Faculty Community of Practice is now **EarlyEdU Live! Course Conversations** featuring the courses [you want to know more about](#). Our first session in September explored the Family Engagement course and was a fabulous success. In October, we will delve into Infant Mental Health. Join your colleagues and share strategies for adapting this course to meet the needs of diverse students and programs. We look forward to creating a quarterly podcast to capture our conversations around courses, resources, and the many ways they can be modified to fit specific needs.

### EarlyEdU Highlight Webinar

**Team UP: Faculty Support!** Meet your EarlyEdU Faculty Support Team and discover the resources and opportunities available to our Alliance members! We will introduce some of our team members who share their expertise and time with member faculty, coaches, and trainers. Learn about our new community platforms: EarlyEdU *Live* and Course Conversations. This short event will be packed with the resources and support to enhance your practice!

**Date:** Thursday, October 6, 2022    **Time:** 10–10:30 a.m. PT / 1–1:30 p.m. ET

### New! Memorandum of Understanding

Individual memberships to [join the Alliance](#) are now enhanced! We are excited to offer our new **Memorandum of Understanding** (MOU) to establish a partnership between your organization and the EarlyEdU Alliance. Organizations can now submit an MOU that formalizes organizational partnership, which allows for cross-advertising and branding, and provides institutions of higher education access to the **Coaching Companion Campus Edition**. Additional MOU benefits include custom media library curation, branded learning management systems, **Coach and Educator Community Interface** (ceci, formerly known as the Custom Coaching Companion), cohort faculty and staff training, system consultation, and more!

We encourage you to take advantage of the many resources available through EarlyEdU. We are here to support your amazing work in early childhood education!

**All courses** are **free** to Alliance members affiliated with a teaching institution. [Join](#) the Alliance today!

♥ **Which courses would you like EarlyEdU to focus on?** Share your priorities [here](#).

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

**Click to Learn More**  
[Join the Alliance](#)

Read the new  
**Memorandum of Understanding**

Email  
[info@earlyedalliance.org](mailto:info@earlyedalliance.org)  
to discuss how to expand and best utilize our partnership.

**Visit EarlyEdU on LinkedIn**  
to stay current on EarlyEdU events and national issues.