

FACULTY FINDS

New Resources, Tools, and Practices to Support Your Work

At the International Inclusion Institute in Chapel Hill, NC this May, a new sequence of content for faculty and PD providers was offered. Sessions offered family perspectives and insights, instructional tools and strategies, new content and more. Because this sequence was sponsored by the OSEP-funded SCRIPT-NC project, the handouts and PowerPoints from the sessions are available to you. Please check out the options and explore ways to repurpose what was shared.

Title	Content	URL
Preparing Educators Who Can Foster Inclusion	This session presented a suite of effective practices (e.g., assignment alignment, personas, etc.) for incorporating explicit and intentional emphasis on children with disabilities and other intersecting identities in college courses.	https://drive.google.com/drive/folders/1EZC_XfvnZ9CDou3zd0YmQrz83eQMnQ4
Keynote: Under the Sun Everyone Belongs	The stunning keynote address by Sadia Batool shared insights from both parent and professional perspectives on ways in which to promote opportunities for inclusion in home, program, and communities.	https://uncch.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a3d1198c-2cdb-4826-b1b5-b00d000fd017&start=0 NOTE: Use the Table of Contents to the left of the screen to select Under the Sun Everyone Belongs. This will skip the welcome remarks and take you directly to the Keynote Address.
The Power of Family Perspectives	This session offered examples for engaging, preparing, and supporting family members to play a variety of roles in preservice education. Presenters also shared new resources, activities, and assignments.	https://drive.google.com/drive/folders/16X1ZdxGizqoUEWVInY6aQzy2fGeqeVpb
Inclusion 2.0: Diversity, Equity, and Inclusion	This “how to” session shared ways to make course materials, activities, assignments, and field experiences explicit in how they support the acquisition, practice, and application of new capabilities to support each and every child.	https://drive.google.com/drive/folders/1zmgjB1kllrzUV7jr38Kahq6pKUaxQf4Q
Building the Capacity to Individualize	This session emphasized ways in which to build educators’ competence and confidence in individualizing for all children. Emphasis was on using evidence-based inclusive practices related to STEM, language, and literacy content.	https://drive.google.com/drive/folders/1cLdD-DpzPBxBx9etABa3pYA5IKzwlZMl
Becoming Inclusive, Equitable Consumers and Thinkers	Presenters shared strategies for faculty to use to address biases and challenge deficit-based assumptions that limit the practice of meaningful inclusion. Emphasis was placed on ways to positively impact all children and allow all children to develop a positive sense of belonging and identity.	https://drive.google.com/drive/folders/1bBtaWkPY2vzu9H3W9KlqYdvXgvxzq8Cd
Higher Ed-Preschool Collaboration for Inclusion	This session highlighted how faculty and preschool leaders in a school district worked together to support the shared understanding and use of effective and evidence-based practices. Presenters shared great free resources and innovative ideas for how to use them.	https://drive.google.com/drive/folders/1uu_1UE5rpfAHoxeZHEqyhTa5UFGX6WLB

Pathways to Becoming a First-Time Teacher

A new first-of-its-kind public database offers details on every available pathway into teaching offered by states, and the accompanying report highlights trends and promising practices within the national landscape. Faculty who support students across multiple jurisdictions may find this information particularly useful.

National Scan of Pathways to Becoming a First-Time Teacher

Artificial Intelligence (AI) Recommendations

Are you concerned about the implications of AI for your program and practices? The U.S. Department of Education (ED), Office of Educational Technology, has published *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations*, a guide to artificial intelligence (AI) and its implications for education. The newly released document describes the opportunities AI brings to improve education, cautions which challenges may occur, and develops recommendations to guide further policy.

AI Recommendations
<https://www2.ed.gov/documents/ai-report/ai-report.pdf>

Unequal Access to Services for Young Children with Special Needs

The National Institute for Early Education Research recently released a report that highlighted dramatic inequities in how children and families have access to and receive early intervention (EI) and early childhood special education (ECSE) services. Available resources include a full report, executive summary, key themes, national profile, state profiles, and more. Please consider how you might share and discuss this information with students, as a means to encouraging them to both learn about their state, reflect on their own practices, and consider ways to contribute to more equitable access and outcomes.

State(s) of Early Intervention and Early Childhood Special Education: Looking at Equity
<https://nieer.org/policy-landscapes/special-education-report>

Closing the Opportunity Gap for Young Children

A committee assembled by the National Academies of Sciences, Engineering, and Medicine, that included experts in public policy, health, sociology, early childhood and primary education, neuroscience, child development, demography, philanthropy, and economics, reviewed the research and available evidence on the potential causes and societal conditions that preclude equal access to opportunity in order to make recommendations on how to improve conditions and promote success for children—at home, in communities, and in schools. A cool [interactive overview](#), [report highlights](#), [report recommendations](#), and the [full report](#) are available to download. The findings and recommendations are worth reflecting on and discussing with students (e.g., fully integrating programming for children with disabilities into general early childhood and K-12 education at federal, state, and district levels).

Closing the Opportunity Gap for Young Children
<https://nap.nationalacademies.org/catalog/26743/closing-the-opportunity-gap-for-young-children>

Preparing Students to Support Emergent Curriculum

Faculty frequently identify the implementation of emergent curriculum approaches as an area in which students struggle. Here's a sequence that may help.

- LEARN:** Ask students to read *Toddlers as Investigators: Understanding Emergent Curriculum*. Melissa Pinkham's article offers clear, thoughtful examples of using the emergent curriculum to create toddler rooms filled with exploration and curiosity.
- PRACTICE:** Discuss the article, then ask students to apply the ideas in the article using a persona. For example, they might work as a whole group or in small groups to consider how they would use his interests to support Kendrick's engagement in fine motor activities.
- APPLY:** Create an assignment that requires students to apply concepts related to emergent curriculum using a different persona or personas.

Toddlers as Investigators: Understanding Emergent Curriculum

Infant/Toddler Personas (click this link for the Kendrick persona)

<p>Summer Suggestions</p> <p>Check out the course Interactions and Environments—in Spanish. This blended course is designed to increase participants’ knowledge about the importance of high-quality early childhood education for children birth to 5, and the specific types of environments and interactions that support the development of children’s social emotional, cognitive, and early academic skills.</p> <p>Now is a great time to order your autumn courses. With 20+ courses to choose from, various delivery methods, and recent course updates, now is the time to explore all the free resources available to our teaching members.</p>	<p>Interactions and Environments (NOTE: Scroll down until you see this title)</p> <ul style="list-style-type: none"> • Course Competencies (English) • Course Competencies (Spanish) • Syllabus (English) • Syllabus (Spanish)
<p>Connect with Cultivate Learning Colleagues at BUILD in Anaheim</p> <p>Attending the BUILD conference in July. Don’t miss the opportunity to connect and learn with EarlyEdU/Cultivate Learning colleagues.</p> <p>Presentations by Cultivate Learning (Early EdU’s parent organization) that are aligned with the conference theme of Strengthening Systems, Improving Quality, and Advancing Equity include:</p> <ul style="list-style-type: none"> • <i>State system leaders reflect and strategize on how to implement trauma-informed care training and practices</i> • <i>Approaches to ECE workforce supports: Learning and shifting together in pursuit of equity</i> • <i>What would it look like to have an anti-racist early learning system?</i> • <i>Strategies for increasing system transparency for multilingual educators</i> <p>Be sure to visit the Cultivate Learning booth to say hello and peruse their catalog of resources.</p>	<p>BUILD 2023, July 11-13, Anaheim, CA</p>
<p>Discover EarlyEdU Resources to Support Your Work</p> <p>EarlyEdU colleagues made several presentations at the Professional Learning Institute in Portland OR. Access the resources from these sessions to learn more.</p> <ul style="list-style-type: none"> • May-ling Joa, Marcela Aguilera, and Maria Alvarez co-presented Leading with Heart: From Translation to Transcreation to enthusiastic NAEYC conference attendees. • Katie Emerson-Hoss presented Being Therapeutic without Being a Therapist: Higher Education Faculty Explore and Reflect on Using Trauma-informed Care Materials and Strategies with Their Learners, to over 100 early childhood professionals and faculty • Clare Juico was an informative and welcoming ambassador for EarlyEdU/Cultivate Learning at a conference booth. It was a pleasure to see everyone and say hello. 	<p>Leading with Heart: From Translation to Transcreation (PowerPoint presentation)</p> <p>Being Therapeutic without Being a Therapist: Higher Education Faculty Explore and Reflect on Using Trauma-informed Care Materials and Strategies with Their Learners (PowerPoint presentation)</p>
<p>A Few Words About Faculty Finds</p> <p>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</p> <p>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</p> <p>To suggest resources/topics or provide feedback, please contact Camille (camille.catlett@unc.edu).</p>	