

August 2023

FACULTY FINDS



New Feature for Faculty Finds

With this issue, Faculty Finds is adding a new page 3, focused on resources to support a common course topic. This issue focuses on resources for courses focused on **family and community engagement**.

Targeted TA for Early Childhood Education Faculty

This four-event series from the EarlyEdU Alliance and Camille Catlett will run through the 2023-2024 academic year and offer content, practices, activities, and assignments from wide-ranging national examples to enhance *your* course. Each session will offer 60 minutes of presentation and 30 minutes for discussion, allowing for the exchange of practices and resources. October's event will focus on **Family and Community Engagement**. Please help us determine the other topics that will follow in January, March, and May 2024 by completing this brief [survey](#) no later than September 15, 2023. The topics for **Targeted TA for Early Childhood Education Faculty** will reflect *your* priorities!

Topic: Targeted TA for Early Childhood Faculty: Community and Family Engagement

Date: Thursday, October 12, 2023

Time: 10:00 – 11:30 AM Pacific Time / 1:00 – 2:30 PM Eastern Time

Register:

<https://washington.zoom.us/meeting/register/tJMvde2hpjMuE9QVAiNNhIvpkybGiz87HQKG>

After registering, you will receive a confirmation email about joining the event.

Please tell us what course topics the January, March and May 2024 Targeted TA series should focus on at this survey link:

https://uweducation.co1.qualtrics.com/jfe/form/SV_6r40kQxTtJk8Au

Resources from the NAEYC Professional Learning Institute (PLI)

At the PLI in Portland in June, several highly rated sessions offered access to free resources for faculty and professional development leaders (e.g., handouts, PowerPoints, activities, assignments, articles). The chart below lists the titles and presenters for each session, along with a link to the related resources.

Title	Presenters	Google Folder
Personas: A Tool for Supporting Diversity, Equity, Inclusion, and the Use of Evidence-Based Practices in Your Courses	Camille Catlett, Jennifer Koel, Anu Sachdev, Priti Verma	https://drive.google.com/drive/folders/1pagj_FxQaEW2QNh2filmLktQ8j3nAg-
Rethinking the Theorists: Enriching Our Work with the Wisdom of Diverse Early Childhood Theorists, Founders, and Influencers	Camille Catlett, Alison Mellott, Michele Napierkowski, Cindy Stephens	https://drive.google.com/drive/folders/1L_rpt_fdqfbRkgynoP7eWGbuFiKXKvIq
Creating Engaging, Evidence-Based Course Assignments and Assessments	Camille Catlett, Mary Harrill	https://drive.google.com/drive/folders/1CaIIndkDihKTHj4x-wq74q87tpo77W1RI
Article to Action: Using NAEYC Resources to Prepare and Support Early Childhood Educators	Camille Catlett, Alison Mellott, Annie Moses, Brian Wright	https://drive.google.com/drive/folders/1pxbyR8yFz3N4bpS-TUfK7Ug1UIIR2VQ2

Do You Teach About the Importance of Serve and Return or Turn Taking?

Here's a sequence your learners will love.

- Show this [video clip](#) of a father and son conversation. Ask learners to discuss what they see going on developmentally.
- Share this [infographic](#) on how conversational turns support brain development, reading, social-emotional development, and executive functioning. Show the video clip again and ask learners what they noticed in the second viewing.
- Extend the conversation by asking:
 - What does turn taking look like for adults?
 - How does turn taking vary culturally?
 - What is it like to have a conversation with someone who doesn't take turns?

Father and Son Conversation Video

<https://www.youtube.com/watch?v=0IaNR8YGdow>

Infographic

<https://3975639.fs1.hubspotusercontent-na1.net/hubfs/3975639/Infographics/Brain-Research-Infographic-20220919.pdf>

Research Shows How Developmentally Appropriate Practice (DAP) Helps Early Childhood Educators Support All Children

This Child Trends [brief](#) provides an overview of the origins of DAP and fully defines the framework and its role in early care and education settings. This is followed by discussion of four research-based facts about developmentally appropriate practice that may be helpful as policymakers, faculty and professional development providers, and early childhood educators and special educators strive to support the full potential of each and every young child and family. Faculty members who use DAP as a framework in their courses may find this brief to be a helpful and timely reminder of the evidence base for this framework. The Cultivate Learning statement on DAP in ECE is available [here](#) in English and Spanish.

Child Trends Brief on DAP

<https://www.childtrends.org/publications/research-shows-how-developmentally-appropriate-practice-helps-early-childhood-educators-support-all-children>

Achieving High Quality in Online Instruction

The [Online-Only Students Report Little Interaction with Instructors and Peers](#) publication shares the results of the latest Community College Survey of Student Engagement, a large-scale survey of more than 82,000 students across 181 community colleges. [Results of the survey](#) showed, for example, that half of online-only students said they never work on projects with other students, compared to 17% of students who don't only take online courses. Consider using these findings to think about your own online teaching practices or sharing the results with other colleagues who teach online.

For ideas about how to translate an in-person class to an online environment, consider watching Jim Honan's video [Leading High Quality Learning in Person and Online](#). His philosophy is that "*The pedagogy drives the technology. The technology does not drive the pedagogy.*"

Survey Results

https://www.edsurge.com/news/2023-06-08-online-only-students-report-little-interaction-with-instructors-and-peers?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_7047877_nl_Teaching_date_20230615&cid=te&source=ams&sourceid=

Jim Honan video

https://www.youtube.com/watch?v=gP_MeHJ5hqM

DEC Recommended Practices Instruction Resource Bundle

Dilemmas are a terrific instructional tool for helping learners to apply evidence-based practices to real life situations. The nature of dilemmas often provides opportunities for learners to see daily situations from more than one perspective (i.e., educator, family, administrator, therapist). This [Instruction Resource Bundle](#) identifies existing resources that would support practitioners in addressing practical dilemmas that relate to instruction using Division of Early Childhood Recommended Practices (DEC RPs). Additional Instruction topic materials are included in the bundle. This resource is available for FREE in the DEC bookstore.

Instruction Resource Bundle

Click on <https://www.dec-sped.org/product-page/dec-recommended-practices-instruction-resource-bundle> which will take you to the DEC bookstore. Once there you will be able to access the free digital file.

Family and Community Engagement Resources

- The **EarlyEdU Family Engagement course** focuses on the knowledge and skills that early childhood professionals use to develop relationships with families that support positive family and child outcomes. During this course, you will observe evidence-based practices and try out a variety of strategies. You will also reflect on your experiences related to family engagement and ways to support the development and growth of families and children. The online version is a 10-week subset of the in-person materials. All EarlyEdU courses are free to teaching members of the EarlyEdU Alliance. **Membership in the Alliance** is free for any professional in the field of early learning affiliated with a nonprofit institution of higher education, community organization, or governmental agency.
- **EarlyEdU Family Engagement Series Module** is one in a collection of learning modules containing highlights from the EarlyEdU Alliance's higher education courses. Trainers and instructors can use the modules for professional development or higher education classes. Modules range from one-and-a-half to three hours long. A brief introduction to the Family Engagement Modules is available [here](#) where you can see and hear how to navigate the available resources and how they may be used in your teaching practice and professional development activities.
- The **EarlyEdU Media Library** offers *Parent, Family, and Community Engagement* professional development packages in its extensive library. The package includes presentations, embedded video examples, activities, and additional resources. The Media Library also offers an extensive collection of webinars, videos, lectures, photos, and more focusing on family and community engagement. The Media Library is a free benefit of Alliance **membership**.
- A **Wakelet of Resources for Child, Family, and Community Courses** was compiled as part of a sequence of Targeted Technical Assistance (TTA) for early childhood faculty in Pennsylvania (PA). The purpose of the sequence was to support faculty in incorporating explicit and intentional content and experiences related to children who are diverse in culture, language, ability, and life experiences and their families. The Wakelet includes the PowerPoints and recordings from three Zoom meetings, handouts, articles, videos, and other extensive resources. While a few of the items are PA-centric, most are not.
- **Do you want to see examples of family and community syllabi and course materials?** Here are two resources to consult.
 - The Connecticut Community College Resource Library has course specific resources for a variety of courses, including one specifically on **Children, Families, and Communities**. In addition to a sample syllabus, this example includes alignment with standards, resources, activities, and assignments.
 - The Bank of Resources for the **EPIC-ECE project** at UC Denver includes examples for a Working with Families and Communities course including readings, videos, websites, and assignments.

Family and Community Engagement Course

Go to

<https://earlyedualliance.org/member-benefits/courses/>

then scroll down to access both in-person and online course materials

Family Engagement Series Module

Go to

<https://earlyedualliance.org/discover-resources/earlyedu-modules/>

then scroll down to access this module

Access to the Media Library is a free benefit for EarlyEdU Alliance members.

Once you are a member, go to

<https://earlyedualliance.org/member-benefits/>

Log in, then select Media Library from the Member Benefits pull down menu.

PA TTA Wakelet

<https://wakelet.com/wake/CdvMWHlwGP UggPH6cTyt8>

Connecticut Community College Resource Library

<https://uconnucedd.org/early-childhood-intervention-projects/connecticut-community-college-resource-library/>

EPIC-ECE Bank of Resources

<https://epic-ece.org/bank-of-resources/>

Positive Behavior Support Module Now Available in English and Spanish

Positive Behavior Support (PBS) provides foundational knowledge about the Pyramid Model and strategies to help children develop social and emotional skills. In this module, explore the components of PBS: relationships, supportive environments, emotional literacy, problem-solving and friendship skills, challenging behavior, and early intervention. Discover foundational knowledge about children's social emotional development and strategies to support it. This module will benefit education staff who work in center-based, home-based, and family childcare programs.

El Apoyo al Comportamiento Positivo (Positive Behavior Support, PBS, siglas en inglés) provee conocimientos básicos sobre el Modelo de la pirámide y estrategias para ayudar a los niños y las niñas a desarrollar sus habilidades sociales y emocionales. En este módulo, explore los componentes del PBS: las relaciones, los entornos que apoyan el comportamiento positivo, la alfabetización emocional, las habilidades de compañerismo y resolución de problemas, los comportamientos desafiantes y la intervención temprana. Aprenda sobre los conocimientos fundamentales del desarrollo socioemocional de los niños y las niñas y las estrategias de alta calidad que apoyan lograr el desarrollo óptimo de la misma. Este módulo beneficiará al personal educativo que trabaja en centros educativos, programas de cuidados de niños y niñas en el hogar o programas de cuidado infantil familiar.

PBS Module

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/positive-behavior-support> (English)

<https://earlyedualliance.org/discover-resources/apoyo-al-comportamiento-positivo/> (Spanish)

More modules are available in English and Spanish on the EarlyEdU webpage

<https://earlyedualliance.org/discover-resources/earlyedu-modules/>

Cultivate Learning and the EarlyEdU Alliance

Founded by Gail Joseph, Bezos Family Foundation Distinguished Professor in Early Learning, **Cultivate Learning** started as a single program of three staff in a small office, with a grant from the Bill & Melinda Gates Foundation. Over the years, we have partnered with the Office of Head Start, the Washington State Department of Children, Youth and Families, Child Care Aware, and others who believe deeply in our commitment to equity and access to research, practice, and continuing development of the highest quality. Cultivate Learning has established itself as a bridge between research and practice and has emerged as an institution that delivers guidance and expertise in multiple aspects of early learning and expanded learning opportunities.

The **EarlyEdU Alliance** is Cultivate Learning's commitment to transform teacher preparation in early learning by growing a broad and highly trained workforce. We have built strong partnerships with state and federal agencies, philanthropic organizations, and researchers to develop a complete suite of competency-based courses and multimedia resources for early learning degree programs across the country. The EarlyEdU Alliance brings together higher education faculty and policymakers to create accessible and equitable pathways for early learning educators to get the professional development they need to help young learners reach their full potential. **Membership** in the Alliance is **free** for any professional in the field of early learning affiliated with a nonprofit institution of higher education, community organization, or governmental agency.

Cultivate Learning

<https://cultivatelearning.uw.edu/>

View a sample **Cultivate Learning Resource: Activities for Families and Caregivers**

<https://cultivatelearning.uw.edu/resource-spotlight/>

EarlyEdU Alliance

<https://earlyedualliance.org/>

EarlyEdU Membership

<https://earlyedualliance.org/member-benefits/>

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. **Resources in Spanish are highlighted. Los recursos destacados están en español.** 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).