FACULTY FINDS

Targeted TA for Early Childhood Education Faculty

This five-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* courses. Each session will offer 60 minutes of presentation (ideas, options, and examples), followed by 30 minutes for discussion and the exchange of practices and resources. The October 12 event focused on **Family and Community Engagement** and all resources from that session are available **here**. One participant said the session was "*engaging, insightful, and transformational*," and 99% of participants said they would sign up for the next offering!

Registration is open for the remaining four sessions. The dates and topics are:

December 7   Young Children with Exceptionalities
                Register at https://washington.zoom.us/meeting/register/tJYvduypqzgvGdbAjXAOy2I84q37g1o1_ka3

February 1   Language and Literacy
                Register at https://washington.zoom.us/meeting/register/tJIvdemrrTkqH9R4GPUfeXZGuiHAJrXk-wAN

April 4   Child Guidance
                Register at https://washington.zoom.us/meeting/register/tJIpceytqD0rGdKmI5px9CmpfmG0K3qASM4P

June 13   Science, Technology, Engineering, and Math (STEM)
                Register at https://washington.zoom.us/meeting/register/tJEud-6orj8oHdQoU5nrTUpDrJkcgD8ECy4J

Prior to each session, registered individuals will be surveyed about their priorities for the session content, so sign up early! After registering, you will receive a confirmation email about joining the event.

Free Resources to Support Your Students to Learn, Practice, and Apply in Any Course

For faculty, structuring and supporting opportunities for students to **learn** new knowledge, skills, and dispositions, and then to **practice** using that content is essential to being able to **apply** that content. These are three essential and interrelated components of effective learning. **ACCESS**, a professional organization of Associate Degree Early Childhood Teacher Educators, has taken the importance of these three components seriously by offering a sequence of free professional development sessions for faculty to explore ways in which to incorporate them. Each of the six sessions focuses on one of the NAEYC Professional Standards and Competencies for Early Childhood Educators.

Who can participate in the ACCESS sessions and how?

All are welcome to attend one of the ACCESS Shared Knowledge in Practice (SkiP) calls. These are hour-long, virtual webinars about various topics. Over the course of the 2023-34 academic year, they are hosting a call on each Standard.

- Unpacking Standard 2 (Family-Teacher Partnerships and Community Connections) will be held on October 27. **Register here.**
- Unpacking Standard 3 (Child Observation, Documentation, and Assessment) will be held on December 8. **Register here.**
- Standards 4-6 will be addressed in 2024, dates coming soon!

How can I learn about other ACCESS Shared Knowledge in Practice (SKiP) calls?

All upcoming SKiP calls are available on the ACCESS website. **Click here to view and register.** All are welcome to attend! Recordings are available to ACCESS members. Consider **joining** to gain access to all the products from SKiP calls and other ACCESS professional development offerings.

Do You Ask Your Students to Create or Enhance Learning Environments?

If you do, you probably prepare students to be successful by giving them opportunities to **learn** about the features of high-quality and culturally responsive environments and to **apply** what they've learned in the assignment. What about safe, supported opportunities to **practice** using what they've learned before they venture out on their own? The Meaningful Makeover series may be just what you need. Each episode features a different childcare setting in which an initial assessment of the environment leads to ideas for enhancement. Consider, for example, the **Season 3: Episode 3 makeover** that occurs in a multi-age and bilingual site. Students will see changes in this captioned video like creating safe spaces for both babies and older children, adding supports for dual language learners, individualizing the environment for a child with a disability, and more!

REMEMBER:
Learn→ Practice→ Apply

Meaningful Makeovers (available in English and Spanish)
https://cultivatelearning.uw.edu/meaningfulmakeover/

Building Digital and Civic Literacy Skills

How do you support your students to become good citizens of the internet, understand the intricacies of how it works, and learn how online resources can be manipulated to mislead and even harm users? Consider using the **7-point Digital Literacy Framework** to identify overarching knowledge and skills. For each skill in the framework (e.g., students can locate and verify reliable sources of information), there are examples of more specific student behaviors (e.g., students can evaluate sources for reliability and use a variety of tools to evaluate sources for bias). Resources corresponding to each skill in the framework are available for students of different ages including lessons, videos, activities, etc.

7-point Digital Literacy Framework
https://www.learningforjustice.org/frameworks/digital-literacy

How – and Why – I Teach Like a Park Ranger

Each day park rangers interact with a different audience, much as faculty members have a different mix of ages, experiences, and learning styles in each semester's students. This article highlights four strategies that park rangers us to create learner-focused experiences and establish reasons for learning that could work in any setting. Consider each strategy and envision ways that you might use that approach in person or virtually.

How – and Why – I Teach Like a Park Ranger
https://www.edutopia.org/article/how-and-why-i-teach-park-ranger

Want to Teach Your Students About How Artificial Intelligence (AI) Tools Work?

The University of Maryland's Teaching and Learning Transformation Center and its University Libraries created a module on AI and information literacy for instructors to use. You can find **the module here**. It is offered for free under a Creative Commons license.

Artificial Intelligence and Information Literacy
https://umd.instructure.com/courses/1354089

The I-LABS Resource Library

Some of you, especially those who teach infant-toddler content, may already be familiar with the I-LABS modules (i.e., 20-25-minute bundles of content with embedded narration and videos, an instructor's discussion guide, handouts, and additional resources). For those who aren't, make time to explore the many facets of this website. Look into the **Learning Modules**, a number of which are available in Spanish, Vietnamese, and Somali. The latest module, How Children's Sense of Self Affects Learning, is available in all four languages. Check out the **Equity Briefs** section to discover research summaries on children and equity that can help inform and inspire individuals and programs. And don't leave before exploring the resources for families, professionals, and policymakers.

I-LABS Places to Visit
• **Learning Modules**
https://modules.ilabs.uw.edu/learning-modules
• **Equity Briefs**
https://modules.ilabs.uw.edu/equity-briefs/
• **Resource Collections**
https://modules.ilabs.uw.edu/outreach/

STEMIE Rides Again

The STEMIE project, which keeps creating innovative and evidence-based resources for supporting emphasis on integrating language, literacy, STEM, inclusion, and family engagement content, has been funded for another five years. If you don't already get the monthly STEMIE newsletter, sign up!

Check out the latest STEMIE newsletter Scroll to the bottom for directions on how to receive future updates.

Diversity: Contrasting Perspectives Use this video to help learners explore the many ways in which families feed, toilet teach, and support development in their families. Help students unpack their ideas about the right way/best way, to connect with evidence-based practices for family engagement (e.g., NAEYC position statements on equity, DAP), and to consider how they might support diverse children in diverse families.	**Diversity: Contrasting Perspectives** http://www.learningseed.com/catalog/diversity-contrasting-perspectives
Help Students to Discover the Benefits of Family Engagement Think about this: As part of talking about family engagement, do you ever mention the vast evidence supporting the difference family engagement makes in a child's achievement? Consider asking students to locate evidence for the benefits of effective family engagement. This might be followed by an assignment in which students create a one-page overview of the benefits. Give students extra credit if they share this product with families and discuss ways in which they may be involved to support their children.	**Here's an example of a state fact sheet on the benefits of family engagement** https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/50388_NJDOE_FactSheet_508c.pdf
Learning about Family Priorities and Values A key step in engaging families is taking the time to learn about their lives, priorities, and values. Luis Moll identifies this information as the *funds of knowledge* that each family possesses. Funds of knowledge are the essential cultural considerations, beliefs, and values that are embedded in the daily practices and routines of families. Students may **learn** more about *funds of knowledge* by watching a **video** and can practice exploring the cultural dimensions of a family with a student partner using the **funds of knowledge categories** checklist. Both resources are also available in Spanish. Another tool that can support students to practice learning about family priorities and values is All About My Child. This resource from the National Center for Pyramid Model Innovations is available in English and Spanish and offers questions that can lead to a shared understanding about both what is important to a family and how to use insights to support an individual child. Imagine pairing students to role play a teacher-family interview, then discussing how they might use the information gleaned to support home-program cohesion. Practice using these tools can prepare students to thoughtfully transition to the harder task of interacting in person with and learning from a family.	**Funds of Knowledge video** https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video **Funds of Knowledge categories checklist** https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/spring2spring-funds-of-knowledge-eng.pdf **All About My Child** https://challengingbehavior.cbcs.usf.edu/docs/All-About-my-Child.pdf (English) https://prism.ku.edu/wp-content/uploads/2021/09/Resource-All-about-my-Child-Sp.pdf (Spanish)
Parent, Family, and Community Engagement Simulation – Safe, Supported Opportunities to Practice and Learn Give learners the opportunity to safely explore and practice everyday strategies to develop positive relationships with a family by participating in these 4 simulations. Simulation 1 supports practice in building bonds with families. Simulation 2 explores the process of developing and implementing goals with families. Simulation 3 explores using strengths-based attitudes to partner with families during challenging times. Simulation 4 allows practice using collaborative strategies to partner with families in conversations about developmental concerns.	**Parent, Family, and Community Engagement Simulation** https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness-through-effective-family
Considering a Shift to an Open Educational Resource (OER)? Increasingly faculty members are considering the shift from a purchased course text to an OER. If you're thinking about such a move in a family/community engagement course, you may want to look at this Child, Family, and Community OER.	**Child, Family and Community OER link**

On the Road with EarlyEdU Alliance

EarlyEdU looks forward to seeing our Alliance members at **BUILD23** in Los Angeles, California, November 29-December 1. This in-person event is themed *Strengthening Systems, Improving Quality, Advancing Equity.* Come and find us in our various sessions and stop by the **Cultivate Learning** booth! Not an Alliance member yet? **Join today** for access to courses, events, and resources to enhance your practice.

EarlyEdU Alliance
https://earlyedualliance.org/

EarlyEdU Membership
https://earlyedualliance.org/member-benefits/

EarlyEdU Family Engagement Course—Free to Alliance Faculty

This online and in-person 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.

Alliance members affiliated with an institution of higher education may order courses. EarlyEdU competency-based courses in early childhood education combine theory and the latest research with students' field-based learning. Most courses consist of 15 sessions, which can be adapted for semesters, quarters, or other term lengths.

Once you sign up for your free EarlyEdU Alliance membership, your free resources will include:
• access to online and in-person courses and learning modules

• access to a searchable media library with over 2,000 videos to use

ECPIHE (Early Childhood Policy in Institutions of Higher Education)
Invites You To:

Register for Policy Connect *Live*! **An End to Federal Funding** with special guest Joel Ryan, Executive Director of the **Washington State Association of Head Start and the Early Childhood Education and Assistance Program**.

Learn how the loss of federal funding will affect childcare centers, children, and families and join us in a discussion of how we can engage students of policy in this important and timely issue.

Date: Thursday, November 2, 2023
Time: 11 am-12 pm PT/2 pm-3 pm ET
Register today:
  https://washington.zoom.us/meeting/register/tJArd-2orTkpE9E_wVKtCnhORlJWMAj5zubj

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**).