

FACULTY FINDS

New Feature for 2024: Rethinking the Theorists

Have you ever noticed that most of the theorists on which early childhood (EC) courses focus are older European men who developed their theories from work with middle class white children? Even the 4th edition of the NAEYC position statement on developmentally appropriate practice (p. 6) acknowledges that “*much of the research and the principal theories that have historically guided early childhood professional preparation and practice have primarily reflected norms based on a Western scientific-cultural model.*” To support faculty in expanding their theoretical knowledge and practices, Faculty Finds will offer a new page in each 2024 issue: Rethinking the Theorists. Check out the first column on page 3.

Targeted TA for Early Childhood Education Faculty

This five-event series from the EarlyEdU Alliance and Camille Catlett will continue for two more sessions, providing content, practices, activities, and assignments from wide-ranging national sources to enhance *your* courses. Each session offers 60 minutes of presentation (ideas, options, and examples), followed by 30 minutes for discussion and the exchange of practices and resources. Archived resources on the initial three topics are:

- Family and Community Engagement resources
<https://drive.google.com/drive/folders/1gz17ZEXJtldtLGwcyRqzPCa1jKtt0qRy>
- Young Children with Exceptionalities resources
<https://drive.google.com/drive/folders/1gz17ZEXJtldtLGwcyRqzPCa1jKtt0qRy>
- Language and Literacy resources
<https://drive.google.com/drive/folders/1QDKNRrhCr2zzelfuCbVrG2Nx9OsznwqC>

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

April 4 Child Guidance
Register at <https://washington.zoom.us/meeting/register/tJpceytqD0rGdKml5px9CmpfmG0K3qASM4P>

June 13 Science, Technology, Engineering, and Math (STEM)
Register at <https://washington.zoom.us/meeting/register/tJEud-6orj8oHdQoU5nrTUprDrJkcgD8ECy4J>

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.

Do You Address Science, Technology, Engineering, and Math (STEM) in Your Courses? If Yes, You'll Want to Look at These New Learning Trajectories

Efforts by the STEMIE project have recently yielded a set of learning trajectories that focus on all STEM domains. The site draws from multiple evidence sources and can help faculty members to prepare students to notice how much a child knows about STEM concepts and then individualize and scaffold children's learning within everyday routines and activities. The developers see the site as one that will continue to evolve based on insights that are generated by users.

STEMIE Learning Trajectories

<https://stemielearningtrajectories.fpg.unc.edu/why-learning-trajectories/>

New Framework for Addressing Multicultural Content

Multicultural Principles for Early Childhood Leaders, a set of resources with implications for practices, policies, and systems, has recently been updated. The materials, which reflect an **equity-focused mindset** and culturally sustaining practices, are organized into three categories: Explore, Nurture, and Grow. Each category is further divided into principles that encourage learning from and about one another, building understanding and appreciation of the culture, traditions, and values of others, and supporting inclusive and equitable practice. For each principle the website provides a variety of materials: background information, examples of indicators and practical strategies (that could be components of activities or assignments), examples from early childhood colleagues, prompts for reflection, and additional resources. While this website was designed to promote attention to multicultural content in Head Start programs, it has broad relevance and ideas for any setting.

What is an equity-focused mindset?

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/framework-effective-practice/framework-effective-practice>

Multicultural Principles for Early Childhood Leaders

<https://eclkc.ohs.acf.hhs.gov/culture-language/multicultural-principles-early-childhood-leaders/multicultural-principles-early-childhood-leaders>

Share Your Examples of Diversity, Equity, Inclusion, and Belonging Statements

At the request of a reader, in the January issue of Faculty Finds we asked you to share examples of statements you include on your syllabus, program website, or institutional website related to your values and expectations for diversity, equity, inclusion, and belonging. Several colleagues shared definitions, position statements, and guiding principles including:

- The National Association for the Education of Young Children's position statement, **Advancing Equity in Early Childhood Education**
- US Department of Health and Human Services (DHHS), Administration for Children & Families (ACF), Head Start, **Equity: Working Definition Within and Across All Early Childhood National Centers 2021–2025**
- DHHS, ACF, Head Start, Equity, Inclusiveness, and Culturally and Linguistically Responsive Practices (EI&CLRP): **Guiding Principles Across and Within All Early Childhood National Centers: 2021-2025**

Tricia McKay of Lansing Community College (mckay6@lcc.edu) shared the more complete example below.

Child Development and Early Education Equity and Diversity Statement

The faculty in the Child Development and Early Education (CHDV) program at Lansing Community College recognize and embrace the [[NAEYC position statement on equity](#)]. As members of the early childhood profession, the CHDV faculty are committed to ensuring that, "All children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society" (NAEYC, 2019). The right to equitable education and opportunities also applies to the students at Lansing Community College and aligns with the college's mission. In our commitment to provide a high-quality professional preparation program for early childhood educators, we uphold and follow the [NAEYC Professional Standards and Competencies for Early Childhood Educators](#). The CHDV program prepares students to work effectively with diverse populations and develop culturally and linguistically responsive teaching practices.

The CHDV faculty's commitment to equity and inclusion is reflected in our program's **Conceptual Framework**. At the heart of the CHDV program are explicit core values which encapsulate a respect for equity, diversity, and inclusivity. The CHDV faculty recognize that our work as educators includes ongoing professional learning and reflection to examine our own values, beliefs, and biases. We accept the responsibility to challenge structural inequities and oppression, and advocate for the advancement of equity and inclusion for the children, families, and early childhood educators in our communities.

Get to Know: Rudine Sims Bishop

Any course in which you discuss children's books should be viewed as an opportunity to apply the foundational concepts of Dr. Bishop. She has been referred to as the "mother of" multicultural children's literature for her groundbreaking American children's research.

Dr. Bishop's research highlighted the importance of children finding themselves in the books they read. Children who read books that **mirror** their life, experiences, and interests, she wrote, receive the powerful message that they are valued. Dr. Bishop also wrote of the value of providing books that offer **windows** for children to the history, traditions, and lifeways of others. Finally, her writing underscores the importance of children's books that offer **sliding glass doors** into the world that has been created by each author and illustrator.

Learn more about Dr. Bishop and her work

- [Mirrors, Windows, and Sliding Glass Doors](#) (article by Dr. Bishop)
- [The Lasting Legacy of Rudine Sims Bishop: Mirrors, Windows, Sliding Glass Doors, and More](#) (article about Dr. Bishop)
- [Mirrors, Windows, and Sliding Glass Doors](#) (video)

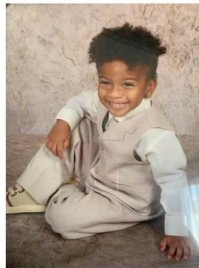
Using the Research and Theories of Rudine Sims Bishop

Winston

Winston is a three-year-old oftentimes referred to as "Sir". He lives with his parents who are of Native American and African American descent. He is an only child in the household. The family dynamics are richly based in culture consistent to morals and being authentic.

Winston's obsession with dinosaurs has evolved over the past two years. He is very strong in learning about dinosaurs and incorporating "his favorite" T-Rex in his learning and social environment. He loves to share his adventures with family and friends through literacy and play. Another strong emphasis Winston has is science, with particular emphasis on planets and outer space.

His mother is a strong advocate for literacy by which books are read to him daily. Winston has evolved in his reading by identifying objects, some words, and talking about the images he sees in books. The concern his parents have is finding images in books that look like him.



Practice with a persona: **Personas**, like the one to the left, are short stories about a child and family that includes details about the family context and the likes/dislikes of the child. Consider the following sequence to help your students discover a new theorist:

- Ask students to learn about the work of Dr. Bishop (e.g., read her article, watch a video, read an article about her).
- Ask students to describe the following: 1) How,

if you were Winston's teacher, would you apply the studies of Dr. Bishop to supporting his language and literacy? 2) What are children's books that would be mirrors in terms of both who Winston is and what he is interested in? and 3) What specific steps would you take to partner with Winston's family to support his language and literacy development?

Practice with a family: Prior to this assignment, ask students to learn about the work of Dr. Bishop (e.g., read her article, watch a video, read an article about her).

Ask students to identify the family of a young child. It can be a child they teach, a neighbor, or a child who is in a practicum site. The only requirement is that the family agrees to be a resource for this assignment. Then:

- Ask students to spend time learning about the values and priorities of the family. One way to do this is with Luis Moll's Funds of Knowledge materials. Click to watch the [video](#) or access the [handout](#). Ask students to be sure to ask about the interests of the child. This data collection can occur by phone, email, Zoom, etc.
- Based on their time with the family, ask students to identify two or more books for this child and family. As part of their recommendation, they should describe how the books align with 1) commonly held ideas about what to expect developmentally; 2) the context of the family and community; and 3) the individual learning considerations for this child. (NOTE: These are the core considerations of developmentally appropriate practice/DAP.)

Reflection:

To honor the theories of Rudine Sims Bishop, early childhood educators need to have ongoing sources for children's books that provide mirrors, windows, and sliding glass doors. What are sources:

- For children's books that depict children of diverse cultures?
- For children's books that feature children of diverse abilities?
- For children's books that honor diverse home languages and dialects?

Are you already incorporating the work of this theorist, Rudine Sims Bishop, in your courses? If yes, we'd love to hear your examples of how to build from her work. Please share with camille.catlett@unc.edu

Illinois Early Learning Project Shares Course Activities for Faculty

Check out this set of 15 collections of course activities and resources, each organized around a commonly taught chunk of content (e.g., child development, curriculum, language, and literacy).

Course Activities

<https://publish.illinois.edu/iel-faculty-resources/>

Trauma Informed Care Learning Opportunity for EarlyEdU Alliance Member Faculty

The Cultivate Learning Trauma Informed Care (TIC) Modules are now available to all EarlyEdU Alliance faculty. The no-cost TIC Learning Experience offers a guided preview of the modules with small peer groups to help explore the module materials and determine how to ensure effective use. Learn more about the TIC Learning Experience on our [Alliance member webpage](#) and by listening to our [February Highlight Webinar](#). If you have any questions, please email info@earlyedualliance.org

Connect with the EarlyEdU Alliance

2024 National Early Childhood Education Workforce Convening from the T.E.A.C.H. National Center

April 10-11 Chapel Hill NC

Session: *Eye on DEI: Creating Equitable Teaching and Learning Spaces for the ECE Workforce*, Apr 10, 2024, 10:30 a.m. - 11:45 a.m. ET

National Training Institute on Effective Practices: Addressing Challenging Behavior

April 15-16 Tampa FL Visit us at the Cultivate Learning Booth!

The Early Childhood Policy Network Invites You To:

- Visit [The ECPIHE website](#) (Early Childhood Policy in Institutions of Higher Education) to explore resources (course syllabus, modules), articles, and briefs pertaining to early childhood policy.
- Join [Policy Connect](#) to collaborate and share ideas with early childhood policymakers, faculty, researchers, advocates, and other experts in the field.
- Follow ECPIHE on [LinkedIn](#) and [Twitter](#) to stay current on resources, events, and career opportunities in early childhood policy.

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).