

FACULTY FINDS

New Faculty Finds – EarlyEdU Alliance Partnership

2019 brings several new developments for Faculty Finds. Starting with this issue, Faculty Finds is now being produced in conjunction with the EarlyEdU Alliance.[®] With this additional support, Faculty Finds will expand to add a third page with resources on a specific theme. This month's theme is resources for preparing early childhood professionals to respond to challenging behavior.



Resources for Preparing Culturally and Linguistically Responsive Early Childhood Professionals

- **Many Languages, One Classroom** - This classic article from *Young Children* has recently been updated to expand the strategies for supporting young children who are dual language learners in attaining full bilingualism. A companion article with additional practices will be published in the February/March issue of *Teaching Young Children*.
- **Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion** – The authors of this brand-new resource have very skillfully woven solid evidence together with specific practices that will be useful in preparing early childhood professionals to support the full participation of black children and their families. Recommendations are organized thematically (e.g., culturally-responsive practice, high expectations of children, developmentally appropriate pedagogy with positive guidance), with specific examples provided for implementation at child/family, classroom, program, and system levels. The authors' interpretation of Maslow's hierarchy of needs vis-à-vis supporting black children and families on page 17 is just one of the thoughtful and thought-provoking features of this document.
- **Understanding Many Languages** calls attention to key findings related to preparing early educators to support the development and learning of the growing number of young children who are dual language learners. The brief draws upon studies of early childhood higher education degree programs conducted across 13 states between 2012 and 2017. Read about the extent to which programs require content related to supporting children who are dual language learners (DLLs) and the current percentage (roughly 25%) of programs that require students to complete a field experience that includes children who are DLLs. Consider how these findings compare with expectations at your own institution. Recommendations are offered for enhancements at course, program, and state levels.

Many Languages, One Classroom: Supporting Children in Superdiverse Classrooms

<https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-children-superdiverse-settings>

Delivering on the Promise of Effective Early Childhood Education for Black Children: Eliminating Exclusionary Discipline and Concentrating on Inclusion

http://nbcdi.org/sites/default/files/resource-files/Delivering%20on%20the%20Promise%20of%20Effective%20Early%20Childhood%20Education.pdf?utm_source=BUILD+Initiative+-+General+List&utm_campaign=76fe2a1f68-EMAIL_CAMPAIGN_2017_05_24_COPY_02&utm_medium=email&utm_term=0_48a0135618-76fe2a1f68-109575789

Understanding Many Languages: Preparing Early Educators to Teach Dual Language Learners

http://csce.berkeley.edu/understanding-many-languages-preparing-early-educators-to-teach-dual-language-learners/?utm_source=DLL&utm_campaign=ll+brief&utm_medium=email

New Free Resources for Faculty and Instructors

With leadership from the amazing Kate Rogers, the state of Vermont has provided a free series of full-day professional development sessions (Master Classes) for instructors and PD providers for the last two years. All the resources for the Master Classes (handouts, PowerPoints, activities, assignments, etc.) are freely available online. Only a tiny percentage of the material is Vermont-centric. Here are the topics for the 2018 sessions, along with the URLs at which all the resources may be found.

- **Developing a High-Quality Syllabus: Enhancing Course Design, Content, and Delivery**
- **Building Social-Emotional Competence: Preparing Early Childhood Professionals for Whom Behaviors are Not Challenging**
- **High Quality Inclusive Practices: Preparing Early Childhood Professionals to Support Each and Every Child**
- **Incorporating [VT] Quality Tools and Frameworks in Your Courses** (e.g., state early learning standards, Teaching Strategies GOLD™ Assessment System, the Classroom Assessment Scoring System/CLASS®, Ages and Stages Questionnaires™)
- **Incorporating [VT] Full and Equitable Participation Principles in Your Courses** (e.g., building resilience, reducing suspension and expulsion, individualizing learning, acknowledging biases and differences, supporting home languages, and promoting equity)

Developing a High-Quality Syllabus

<https://fpg.unc.edu/presentations/master-class-syllabus>

Building Social-Emotional Competence

<https://fpg.unc.edu/presentations/master-class-behavior>

High Quality Inclusive Practices

<https://fpg.unc.edu/presentations/master-class-inclusion-0>

Incorporating [VT] Quality Tools and Frameworks in Your Courses

<https://fpg.unc.edu/presentations/vt-tools>

Incorporating [VT] Full and Equitable Participation Principles in Your Courses

<https://fpg.unc.edu/presentations/vt-guiding-principles>

How We Can Help Our Students Remember Stuff?

This article highlights instructors and students share the responsibility for helping learners to remember what has been covered. In addition to summarizing the science of memory and how it works, the author reminds us that learners need four to five chances to review or revisit what they have learned before it is likely to be retained. This means instructors who use a “one and done” approach to covering content are less likely to achieve the desired long-term impact. The author also provides a list of tools for boosting mastery and memory, from **StudyBlue**, which enables learners to combine text, audio, and images (including voice recording on mobile apps) to design their own flashcards, to **Calmly Writer** provides a distraction-free, auto-saving space for students to practice their writing. Once typing starts, all distracting ads and options disappear from the browser.

How We Can Help Our Students Remember Stuff?

<https://www.middleweb.com/39417/how-we-can-help-our-students-remember-stuff/>

StudyBlue

<https://www.studyblue.com/online-flashcards>

Calmly Writer

<https://www.calmlywriter.com/>



Resources for preparing early childhood professionals to respond to challenging behavior

Teaching Emotional Literacy

Looking for ways to help your students/learners understand the underpinnings of emotional competence? Consider these resources.

- EarlyEdU’s innovative competency- and practice-based module provides instructors with an evidence-based framework and instructional context for understanding emotional literacy. The module includes a highlight video, a media-rich PowerPoint presentation, presenter notes, learning activities, resource lists, and practice-based assignments.
- The PowerPoint presentation offers content on the development of emotions and the importance of being able to label/identify feelings. You can access the script for the presentation, download the video that includes the presentation, and access a set of presenter notes.
- Access the learning activity on using books to build emotional literacy.
- Access two different video assignments (Teaching Emotion Words and Using Books to Teach Emotional Literacy) for learners.
- Obtain additional resources for learning about and implementing practices related to building emotional literacy.

Consider ways in which these resources could help college students and other learners to understand their role in building the emotional vocabulary that can help children to express, rather than demonstrate, their preferences and frustrations.

Emotional Literacy Module

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules>

Teaching Emotional Literacy PowerPoint presentation

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/slides-decks/earlyedu-emotions-presentation.pptx>

Learning Activity: Using Books: Emotional Literacy

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/earlyedu-emotions-using-books.pdf>

Assignments

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/earlyedu-emotions-teaching-words.pdf>

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/earlyedu-emotions-video-using-books.pdf>

Resources

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/earlyedu-emotions-resources.pdf>

Positive Behavior Support for Young Children

Looking to build competencies related to positive behavior supports into your course or presentation? The EarlyEdU Positive Behavior Support for Young Children course competencies document lays out options for supporting students to learn and practice evidence-based strategies to promote social and emotional development and address challenging behavior. Topics include emotional literacy, classroom transitions, social information processing theory, and implementing behavioral support plans. To access additional examples like course syllabi, multimedia resources, and practice-based supports, consider an institutional membership in the EarlyEdU Alliance.

Positive Behavior Support for Young Children Course Competencies

<https://www.earlyedualliance.org/wp-content/uploads/2016/09/pbs-competencies.docx>

EarlyEdU Alliance membership

<https://www.earlyedualliance.org/faq-s/>

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.

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://www.earlyedualliance.org/modules-and-more/> To suggest resources/topics or provide feedback, please contact Camille (camille.catlett@unc.edu).