FACULTY FINDS

Free Webinar Series for Faculty, Instructors, and PD Leaders

SCRIPT-NC, a project funded by the Office of Special Education Programs, US Department of Education, has just announced their free webinar series for 2019. Here are the dates and topics:

- **April 2 Assignment Makeovers: From "I Know It" to "I Can Show It"**
  This webinar will share tools for examining assignments and present illustrations of how to make assignments more explicit, intentional, and directly relevant. Emphasis will be placed on preparing learners to support children of diverse cultures, languages, and abilities and their families AND to use evidence-based practices.

- **June 11 Best Practices in Online Instruction**
  This webinar will provide examples of how to develop and deliver content, support interaction including small group activities, promote reflection, and manage assignments as part of an online course.

- **September 10 Building Cohesion through Partnerships with Cooperating and Mentor Teachers**
  This webinar will address key roles and responsibilities of effective cooperating/mentor teachers, as well as the competencies and supports that cooperating/mentor teachers need to provide effective support to novice teachers.

As with past offerings, each webinar will be recorded and archived on the SCRIPT-NC website. All handouts and PowerPoints will also be posted. Support for this series is also provided by the Great Start for Higher Education project at the University of Toledo.

SCRIPT-NC FREE 2019 Faculty Webinar Series Information and Registration
https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/SCRIPT-NC%20webinar-flyer-rev.pdf

SCRIPT-NC website
https://scriptnc.fpg.unc.edu/

Ideas and Articles on Supporting Children with Disabilities and Their Families

Four times each year, *Young Exceptional Children* publishes articles for professionals and families about evidence-based practices to support children with or at risk for disabilities. In each issue, one article is selected and ideas for how faculty members/instructors, educators, and leaders can use that article are shared in the Article to Action column. For example, the most recent column shared ideas about how to incorporate an article on engaging families of young children with disabilities. DEC provides online access to each Article to Action column and, for a limited time, to the article on which the column is based. Check it out!

Division for Early Childhood (DEC)
https://www.dec-sped.org/

From Article to Action resources
https://www.dec-sped.org/resourcesupportpractice

Are You Including Epigenetics in Your Child Development Course or Training?

"Epigenetics" is an emerging area of scientific research that shows how environmental influences—including the experiences we provide for children—affect the expression of their genes. This means that the old idea that genes are "set in stone" has been disproven. Nature vs. Nurture is no longer a debate. It's nearly always both!

To understand more about epigenetics and how it affects child development and long-term health outcomes, check out the resources to the right. How might you incorporate this information in your teaching/training? Or do you already?

Infographic and Article
https://developingchild.harvard.edu/resources/what-is-epigenetics-and-how-does-it-relate-to-child-development/

Report
https://developingchild.harvard.edu/resources/early-experiences-can-alter-gene-expression-and-affect-long-term-development/

What Capabilities Are Needed to Support Young Children Who Are Dual Language Learners (DLLs)?

A 2018 **article** in the *Early Childhood Education Journal* focused on the results of research on teacher characteristics that play a significant role in the development of young children's bilingual abilities in language, literacy and math. Amount of training, years of experience working in classrooms with DLLs, and cultural competency of teachers were three factors that positively impacted development. Findings and implications are discussed. Think about what this means for content we should routinely include in courses and presentations. NOTE: scroll down from the abstract to get to the article.

Teacher Characteristics That Play a Role in the Language, Literacy, and Math Development of Dual Language Learners
http://tinyurl.com/yypwblnw

Responding to Student Statements that Reflect Bias or Misinformation

When a student says something misinformed, biased, or offensive, it's the responsibility of an instructor to address it. By calling your students *in* instead of calling them *out*, you reaffirm the possibility that we can learn from our mistakes. Human rights educator Loretta J. Ross has written an evidence-based and informative article (**Speaking Up Without Tearing Down**) about the value of and strategies for creating a call-in culture. The examples she gives are for a face-to-face course. How might these approaches work in an online course as part, for example, of discussions or reflections?

Speaking Up Without Tearing Down
http://tinyurl.com/y3r6pmux

Resources on Gender in Young Children

In response to recent requests, I've compiled and posted a list of resources which ranges from articles about welcoming and inclusive environments to guidance on developing gender identity, supporting transgender children, and preventing gender bias. There's also an annotated bibliography of children's books about gender diversity.

Resources on Gender in Young Children
https://fpg.unc.edu/presentations/vermont-resource-collections
NOTE: scroll all the way to the bottom of the list of resources!

Looking for excellent resources to support your teaching or PD? Join the EarlyEdU Alliance.

Here are three ways to benefit from EarlyEdU resources.

Visit the EarlyEdU Alliance website

- Click on **Courses** and scroll down to access downloadable competencies for 14 early childhood courses, each of which list course objectives that align with the current NAEYC standards.
- Click on **Modules and More** to see a small selection of free resources on a monthly-selected topic, downloadable EarlyEdU modules, EarlyEdU Webinars, and past issues of Faculty Finds.

Join the EarlyEdU Alliance as an individual

Individual membership is available to any individual with a relevant early childhood affiliation who is looking for resources with which to enrich their teaching and PD.

- Members will have access to a **Multimedia Resources Library** to access an amazing database of video resources. The collection is searchable by keyword, topic, teaching practice, age of children, setting, and more. Each downloadable clip includes a description of the content and the length of the clip. This is also where members can connect to an active **Faculty Community of Practice** with other members.

Join the EarlyEdU Alliance as an institution or stakeholder

Institutional membership is available for institutions of higher education (IHEs) and stakeholder agencies who want additional resources. Institutional/stakeholder members gain multiple resources, including:

- All components of **EarlyEdU courses**, including complete syllabi, topical course calendar, videos, lectures, illustrations of practices, competency-based assignments, knowledge checks, and quizzes.
- The **EarlyEdU Coaching Companion**, an innovative video sharing and coaching feedback application. The Coaching Companion is an integral part of most EarlyEdU courses. IHE and Stakeholder member faculty may also use the tool with their own coursework.

Visit the EarlyEdU Alliance website at https://earlyedualliance.org

Join the EarlyEdU Alliance as an individual
Go to the **website** and complete the online form. You'll need to then click through a document on the licensing page.

Join the EarlyEdU Alliance as an institution or stakeholder
Go to **website** and complete the online form. Identify any faculty member to serve as the Alliance Liaison. Then click to the licensing page where you will need to print the document out, have it signed by someone with signing authority for the IHE, and email it back according to the instructions on form.

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