

FACULTY FINDS

Culturally Responsive Teaching

DO NOT be misled by the subtitle of this document (A 50-state survey of teaching standards), which sounds boring to me. It starts by defining culturally responsive teaching (CRT) and delineating the benefits to children and families that accrue from teachers who are prepared to implement CRT. Teacher competencies that promote CRT are also spelled out. Then what follows is a thoughtful analysis of ways in which professional teaching standards are being used to build a diverse pool of educators who are prepared to demonstrate culturally responsive teaching. For example, self-knowledge is an important process through which teacher candidates analyze their cultural backgrounds and recognize biases and societal “isms” they may hold. Yet just over half (28) of state teacher standards address self-knowledge. In case your state is considering revisions to current teacher preparation standards, author Jenny Muniz shows how the teacher competencies in each state stack up and provides excerpts from excellent teaching standards to serve as models.

Culturally Responsive Teaching

https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_2019-03-28_130012.pdf

Preparing Future Educators to Support Children of Color

Research by the authors identified three areas of focus for preparing future educators to serve children and families who are diverse.

- 1. Incorporate culturally relevant pedagogy principles throughout the program.** This means offering both courses that focus exclusively on diversity and incorporating diverse content and perspectives in every course. (NOTE: See the publication above for ideas.)
- 2. Design field experiences intentionally to ensure candidates engage with diverse students, contexts, and other educators.** Exposing candidates to diverse settings and experiences can be an effective way to facilitate candidates’ critical reflection on those experiences, what they’re learning, and how it relates to their own perceptions and beliefs.
- 3. Increase diversity in program faculty and in the teacher candidates themselves.**

The publication shares examples of how to implement these practices.

Preparing Teachers for Diverse Schools: Lessons from Minority Serving Institutions

https://bellwethereducation.org/sites/default/files/Preparing%20Teachers%20for%20Diverse%20Schools_Bellwether.pdf

Do You Teach a Family and Community Course?

This blog describes the experiences of two faculty members who set out to revise a course so it would expose students to a range of perspectives on family engagement. While theirs was a doctoral level course, many of the strategies that worked well (e.g., invite diverse perspectives from the community, select readings to serve as catalysts for critically examining perspectives and practices about family engagement) would also be relevant in associate and bachelor's degree programs.

It Opened My Eyes: Perspectives from Teaching a Leadership Course on Family and Community Partnerships

<https://globalfrp.org/Articles/It-Opened-My-Eyes-Perspectives-from-Teaching-a-Leadership-Course-on-Family-and-Community-Partnerships>

Enhance the Quality of Your Assignments

Do your assignments support both knowledge acquisition and knowledge application? Do they promote opportunities to individualize for children of diverse cultures, languages, and abilities? Or foster the use of evidence-based practices? The free resources from the April SCRIPT-NC webinar may be just what you need. Resources for examining and enhancing course assignments, a set of PowerPoints with samples, handouts with examples of assignments before and after makeovers, and other resources are all available to download.

SCRIPT-NC Assignment Makeover webinar resources

<https://scriptnc.fpg.unc.edu/script-nc-webinar-series-registration-now-open>

Resources for Promoting Effective Learning and Pedagogy

Here's information about two free resources for instructors.

- **Teaching** is a free weekly newsletter from the *Chronicle of Higher Education*. Each issue includes stories about teaching, learning, and the human interactions that shape them as well as information about technology's influence on teaching and the future of learning.
- The **Teaching in Higher Education Podcast** series is a free professional development resource for faculty members and instructors. Podcasts focus on the art and science of being more effective at facilitating learning, as well as ways to increase personal productivity and responsiveness to students. Topics range from engaging underprepared students and becoming an authentic online teacher to meeting the needs of our students and inclusive pedagogy.

Sign up for Teaching

<https://www.chronicle.com/page/Get-the-Teaching-Newsletter/709>

(NOTE: This link only seems to work if you cut and paste it into a browser)

Learn more about Teaching in Higher Education podcast topics or subscribe to the series at

<https://teachinginhighered.com/episodes/>

Help Define the Future of the Early Childhood Field

This second public draft reflects further adjustments to the standards and competencies to reflect the field's feedback. Several other documents are included: references for each standard, a glossary, and, most importantly, a first draft of the leveling of the standards and competencies to the ECE I, II and III levels recommended in Power to the Profession. **The draft will be open for comment until June 14.** Consider ways in which your students can review this important document and offer their input.

Public Draft #2 Professional Standards and Competencies for Early Childhood Educators

<https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies>



Do you teach about **child development and brain building**?
Check out these resources to support your work.

Here are 4 ideas for how to use EarlyEdU Alliance resources to support a course or presentation on **child development: brain building**.

- 1. Preview of the resources in the Child Development/Brain Building course.** Use the link to the right to see and interact with 16 samples from the full EarlyEdU course syllabus, view a set of competencies for an evidence-based course in early development: brain building, and access the syllabus for EarlyEdU's **Child Development: Brain Building** course, with links to a variety of course materials.
- 2. Search the EarlyEdU Alliance Multimedia Library.** Here's how.
 - Join the EarlyEdU Alliance as an individual.
 - Click on Multimedia Library and follow the directions to create your Multimedia Library account. (NOTE: this requires creating an additional username and password)
 - Once your account is set, and you're in the Multimedia Library, start to explore this multifaceted collection by clicking on Search Videos. This will allow you to browse over 1600 clips to consider for your course. You can search by domain of development (social-emotional, cognition, language, literacy) and/or setting, age of the children, language of the children, and more. For example, a search I did of videos on language **development** + preschool + Spanish yielded 20 options!
- 3. Access free course modules that are available to EarlyEdU members.** Membership will also give you access to free instructional modules. Each module has a content presentation with presenter notes, instructional activities, assignments, and additional resources. Check out the module on Building Skills in Two Languages for your child **development** course.
- 4. Explore the EarlyEdU Alliance's courses.** Institutions and stakeholders that join the EarlyEdU Alliance have full access to EarlyEdU courses, like **Child Development: Brain Building**.

EarlyEdU Alliance website
<https://earlyedualliance.org>

View the Brain Building Course Sampler

<https://earlyedu.instructure.com/courses/407>

Preview other course materials at
<https://earlyedualliance.org/courses/>

Join the EarlyEdU Alliance as an individual

<https://www.earlyedualliance.org/membership-benefits/>

Access the Multimedia Library at
<https://members.earlyedualliance.org/content/multimedia/>

Access EarlyEdU modules at
<https://members.earlyedualliance.org/content/courses/>

Join the EarlyEdU Alliance as an institution or stakeholder
<https://www.earlyedualliance.org/membership-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. 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).