

# FACULTY FINDS

## Preparing Early Childhood Professionals to Support Equity

NAEYC has recently approved a new position statement: “Advancing Equity in Early Childhood Education.” Rather than focusing on racial or educational equity, the document takes a broad view on the topic, which includes religion, ability, gender, and more. The statement includes a definition and sections with specific recommendations for how practitioners, faculty/PD providers, and leaders can implement the content.

### Consider the following ways to use this resource.

- Ask learners to read the position statement, and then to focus on the definition of equity provided at the top of the document. Is the definition an accurate reflection of the content? Did they miss any opportunities to be explicit?
- Turn the recommendations for early childhood professionals (p. 4-7) into a self-assessment for learners. Ask them to identify the practices they are already using and to identify an area of practice in which they would like to improve. Request a plan for how they will undertake that improvement (e.g., readings, actions).
- Assess your own practices against the recommendations for faculty and PD providers (p. 8-9). Which of these things are you already doing? Which would you like to be doing more of?

### NAEYC Position Statement: Advancing Equity in Early Childhood Education

<https://www.naeyc.org/resources/position-statements/equity-draft>

Want an example of a self-assessment for early childhood professionals based on the equity position statement? Go to June 2019 Equity-Inclusion (p. 2).

<https://fpg.unc.edu/presentations/right-stuff>

## Want to Understand Your Students Better? Try Being One

This article from *Teaching* tells about the experiences of several faculty members who returned to the role of student and how that influenced their teaching. The advice they offer is both practical and useful.

### Lessons Learned from Being a Student

<https://www.chronicle.com/article/Want-to-Understand-Your/246446>

## Visual Supports: A Component of Universal Design for Learning

Are you preparing learners to use Universal Design for Learning (UDL) to engage and support each and every learner? Check out this annotated collection of resources for using visual supports to enhance the engagement and success of children who are culturally, linguistically, and individually diverse. Then think about: how could you inspire students to incorporate visual supports in morning meeting? In storybook reading? In large and small group activities?

### Visual Supports for Each and Every Child (May 2019)

<https://fpg.unc.edu/presentations/right-stuff>

### Do You Teach Online? Would You Like to Do So More Effectively?

The handouts and recording of the June 11 SCRIPT-NC webinar (Best Practices in Online Learning) are now available to view or download. A handout with ideas, PowerPoints, and the webinar recording offer examples of effective ways to respond to challenges to quality in online instruction. A handout with participant suggestions about tools and strategies for addressing common problems (e.g., building engagement and collaboration) is also posted.

SCRIPT-NC Best Practices in Online Learning webinar resources

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

### The Changing Face of Higher Education

The U.S. Department of Education has released a draft regulation related to accreditation for institutions of higher education. The release follows a successful negotiated rulemaking session where there was agreement among participants about what should be included in the rule. The 89-page draft addresses online education and faith-based schools, in addition to accreditation. The public is invited to comment on the proposed regulation **until July 12**.

Notice of Proposed Rulemaking for Input

<https://s3.amazonaws.com/public-inspection.federalregister.gov/2019-12371.pdf>

### Do You Emphasize Developmentally Appropriate Practices in Your Teaching/Professional Development (PD)?

If you do, you may want to look at draft revisions to this guidance that were posted by the National Association for the Education of Young Children (NAEYC). There's a very interesting section on page 5 entitled "Moving away from "best" practice."

**Consider the following ways to use this resource.**

- Ask learners to read the draft and offer their input in terms of the assets of the document as well as possible missed opportunities. Consider providing guidance (e.g., does the document clearly articulated how the practices apply to each and every child? Does the document align with other evidence-based practices in the early childhood field (e.g., DEC Recommended Practices)?)
- Divide learners into two teams to gather data/arguments for a mock debate of the following: RESOLVED: Best practice is no longer an appropriate concept in the early childhood field.

Provide input to the draft position statement on developmentally appropriate practice by July 15

<https://www.naeyc.org/resources/position-statements/dap>

### Challenging Slurs and Biased Language

The Anti-Defamation League (ADL) has free resources with strategies for challenging slurs and biased language and educating people about the impact of their words. If this is an area in which you are interested, start with the "Words Matter" article, then explore other related resources on the ADL website.

Words Matter: Standing Up to Bigoted Language

<https://www.adl.org/blog/words-matter-standing-up-to-bigoted-language>



Do you cover **child observation and assessment** in the professional development you provide? Here are three ways to find resources on those topics.

1. **Preview the resources in the EarlyEdU Child Observation and Assessment course.** Use the link to the right to see and interact with 16 samples from the full EarlyEdU course syllabus. These include content, video illustrations, evidence sources, interactive activities, assignments, rubrics, and more. To view a syllabus for the course or see a list of objectives and competencies (cross-walked with the NAEYC standards), go to <https://www.earlyedualliance.org/courses/> and scroll down to CHILD OBSERVATION AND ASSESSMENT.
2. **Visit the Professional Development Packages section of the Multimedia Library.** Here's how.
  - Join the EarlyEdU Alliance as an individual.
  - Click on MULTIMEDIA RESOURCES 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 have landed in the Media Library, click on PROFESSIONAL DEVELOPMENT PACKAGES, and then click again on ASSESSMENT (under the BROWSE PACKAGES). The resources in this section range from video illustrations and recorded presentations to collections of tools. The materials cover a broad range of topics (e.g., collecting and using work samples, using data to inform teaching, partnering with families) and offer an excellent way to build in evidence-based content.
3. **Explore the video options in the Media Library.** Select SEARCH VIDEOS and you'll see lots of options – interviews, lectures, web series, webinars, and videos. Dive into the folders to see how many choices there are, or head right to the Search feature. For example, select ASSESSMENT (under TEACHING PRACTICES) AND LANGUAGE DEVELOPMENT (under CONTENT OF CHILDREN'S ACTIVITY) to discover the 15 videos that match those search criteria, in English and Spanish.

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

**View the sampler for EarlyEdU's Child Observation and Assessment course**  
<https://earlyedu.instructure.com/courses/563>

**Join the EarlyEdU Alliance as an individual**  
<https://www.earlyedualliance.org/membership-benefits/>

**EarlyEdU members can access Professional Development Packages at**  
<https://earlyedu.webdamdb.com/bp/#/brandguidelines/3401>

**EarlyEdU members can access videos in the Media Library at**  
<https://earlyedu.webdamdb.com/bp/#/assets>

### 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>

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