

FACULTY FINDS

Free Professional Development (PD) for Faculty & PD Providers

The SCRIPT-NC project offers four free webinars each year, each targeted to different content or pedagogical issues of interest to faculty and PD providers.

- **Designing for One, Designing for All** – This October 29 webinar will focus on Universal Design for Learning (UDL), an evidence-based set of ideas and practices that can help early childhood and early childhood special educators to more effectively support the individual learning needs of children. Content will include an overview of the components of UDL, examples of how UDL content could be incorporated in courses or presentations on different topics, and resources for learning about or incorporating UDL examples.

• 2020 Webinar Dates and Topics Set

- **February 11** – Tips for Using Practice-Based Assignments with Kathleen Artman Meeker
- **April 21** – Early Literacy for All with Patsy Pierce
- **September 15** – Supporting Each and Every Adult Learner (speaker to be named)
- **November 10** – Early STEM Learning for Children with Disabilities with staff from the STEMIE Center

- **Archived Resources** - Handouts, PowerPoints, and other resources from previous 2019 webinars are readily available on the SCRIPT-NC website and from the EarlyEdU Alliance.

Register for the UDL webinar

<http://tinyurl.com/scriptnc-UDL>

Registration is open for 2020 webinars at https://www.canva.com/design/DADk8SPPIAc/b6REV4QOMG1rE7T_I5RF6g/view?utm_content=DADk8SPPIAc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Archived 2019 SCRIPT-NC webinars

<https://scriptnc.fpg.unc.edu/faculty-webinars>

EarlyEdU Alliance Webinar Series

<https://www.earlyedualliance.org/modules-and-more/> (HINT: Scroll down)

Free Early Math Resources for Teacher Educators

Gearing up to teach an early childhood course or in-service workshop that will support math concepts? Consider a visit to the DREME Teacher Educator [website](https://prek-math-te.stanford.edu/) for a variety of early math resources for preservice and in-service educators. For example, find a sequence of three preschool curriculum course activities in this Getting Started [resource](#).

DREME Teacher Educator website

<https://prek-math-te.stanford.edu/>

Preschool Curriculum Course: 3 Sessions

<https://prek-math-te.stanford.edu/counting/preservice-three-sessions>

Do Your Students Use Behavior Charts?

Early childhood instructors recently used a clip chart with adult learners during a presentation to reflect their impressions of participants' behavior. Feedback after this experience from the learners was that they absolutely hated the public display of their behavior. They said it resulted in anxiety, disengagement, fear, resentment, and embarrassment. If adults don't like these tools, how do you think kids feel?



Article on Inclusion Practices Was Designed for Faculty, PD Providers

The July issue of *Young Children* features an article that was created with faculty and PD providers in mind.

- The article opens with a vignette describing Taylor, a three-year-old on the spectrum, his family, and the adults who support him.
- Drawing from the *Inclusive Classroom Profile*, the article then describes 12 evidence-based practices that support quality inclusion, giving examples of how each practice might be used to support a child's individual needs.
- The final section of the article is a chart that details ways in which Taylor's family and team are successfully using the practices to support his successful participation. The left-hand column of the chart lists the relevant practices for each example.

A faculty member or instructor could use the first two sections of the article to set the stage and provide an overview of evidence-based practices that support quality inclusion. To see whether learners could apply what they heard, the instructor could reproduce the chart **without the "answers" in the left-hand column**. Learners could then read each example and fill in the blank left-hand column with the practices that were being used. Neat, huh?

Inclusive Classroom Profile

<https://products.brookespublishing.com/The-Inclusive-Classroom-Profile-ICP-Set-Research-Edition-P969.aspx>

Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion. *Young Children*, 74(3), 34-43.

<https://www.naeyc.org/resources/topics/assessment>

NOTE: The online version of the article is only available to NAEYC members. In addition, the formatting of the chart was lost in the move to an online version. If you would like a version of the chart as a word document, email camille.catlett@unc.edu with that request.

Preparation of Early Childhood Teachers

National efforts like **Power to Profession** reflect the significant interest in efforts to reinvent the preparation of teachers of young children birth to age 8. A recent report in *Phi Delta Kappan* on licensure overlap in the early grades reports that even though nearly every state has an early childhood teacher license, teachers with elementary education licenses can teach kindergarten in 34 states and 1st through 3rd grade in more than 45 states. As a result, most kindergarteners may have teachers with no early childhood preparation. The article provides more insight into the problem, explaining why it matters and what can be done about it.

Power to the Profession overview

<https://www.naeyc.org/our-work/initiatives/profession/overview>

Educator licensure overlap in the early grades: Why it occurs, why it matters, & what to do about it

<https://www.kappanonline.org/educator-licensure-overlap-early-grades-prek3-fowler/>

Does Calling on Random Students Unfairly Target Women?

The author's research on the gender dynamics of public performance has led her to conclude that women are less likely to volunteer for fear of not answering correctly. Read more to learn about the implications for instructors and alternatives to use when few learners raise their hands.

How Calling on Random Students Could Hurt Women

https://www.chronicle.com/article/How-Calling-on-Random-Students/246954?cid=wcontentlist_teaching_nl



Discover the Coaching Companion™, a video sharing and coaching feedback application

The Coaching Companion offers current and prospective teachers the opportunity to observe effective teaching practices in action, and video record, reflect upon, and refine their own practice. Its web-based platform allows for individualized and collaborative coaching to improve teaching practices and, in turn, child outcomes.

Coaching Companion users video record themselves working with children and then upload their videos to the Coaching Companion where teachers, students, instructors, and coaches view the videos, reflect on the teaching practices, and provide feedback.

The Coaching Companion's foundation is the Practice-Based Coaching model which promotes a collaborative partnership as a condition for meaningful coaching. Shared goals and action plans, related to specific teaching practices, are established followed by focused observations. Meaningful feedback and reflection lead to the enhanced use of effective teaching practices and allow for an ongoing cycle of refinement and improvement. The Coaching Companion is available in three versions, each designed to meet different professional development needs.

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| EarlyEdU | College faculty, instructors, and students |
| Custom | State agencies, coaches, and teachers |
| Head Start | Head Start, Early Head Start, childcare providers, coaches, and teachers |

Check the column to the right for different ways in which to learn more about the Coaching Companion and how it works.

How would you like to learn more about the Coaching Companion™?

Watch a video introduction?

<https://www.earlyedualliance.org/coaching-companion/>

Read an overview of how the Coaching Companion™ can support your work to improve teaching practices?

<http://rebrand.ly/coachingcompanionoverview>

Read more about how it works, how scaffolded assignments might be used to develop students' confidence and skill, or discover practical considerations?

<https://www.earlyedualliance.org/coaching-companion-ccAnchor>

See more information on the Head Start Coaching Companion™?

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion>

Interact with a knowledgeable individual? Send an email to info@earlyedualliance.org

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).