

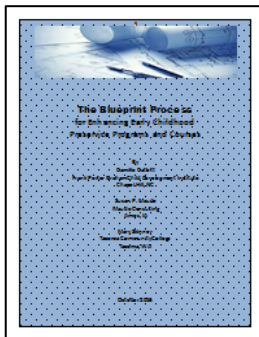
# FACULTY FINDS

## ***Blueprint Can Support Program Quality and Cohesion***

[\*The Blueprint Process for Enhancing Early Childhood Preservice Programs and Courses\*](#) (aka the *Blueprint*) features a sequence of activities and supports for building an emphasis on cultural, linguistic, and ability diversity into a preservice program, along with a consistent emphasis on evidence-based practices. This free resource describes a 3-phase process: 1) values clarification, 2) course deconstruction/reconstruction

and 3) program deconstruction/reconstruction. The activities and examples in the *Blueprint* may be used to support a cohesive enhancement process or used individually to strengthen an area of emphasis (e.g., infant/toddler) or an individual course. For example, the Blueprint Assignment Alignment Chart is a quick and effective tool for determining whether the assignments in a course measure specific student learning outcomes.

This tool can also show the extent to which each assignment addresses knowledge acquisition and/or knowledge application. Other tools focus on the components of course syllabi, building program cohesion across courses, and more. Access the *Blueprint* at <http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses> To learn more about programs that have used the *Blueprint* process, contact [Camille Catlett](#).



## **Growth Mindset: Praise Strategies and Results, Not Effort Alone**

Growth mindset is the belief that the brain is like a muscle that can grow stronger through hard work. Here are a few recent resources related to the concept of growth mindset that may be thought-provoking in terms of both how you support adult learners and how you prepare them to support young children.

- [Watch](#) Stanford professor Carol Dweck describe two ways to think about a problem that's slightly too hard

for you to solve. Are you not smart enough to solve it ... or have you just not solved it yet? This TED Talk is a great introduction to growth mindset. [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve)

- Check out Carol Dweck's 2015 [article](#) in *Education Week*. <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

- Read this [web article](#) to gain insights about how parents and teachers often misuse growth mindset by singling out effort as the sole basis for praise. <http://www.usnews.com/news/articles/2015/11/23/teachers-parents-often-misuse-growth-mindset-research-carol-dweck-says>

Many thanks to Chris Lincoln of Northampton Community College in Bethlehem, PA for reminding me of these resources.

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## Free Audiovisual Resources to Support Program Quality

The [Milestones in Action Photo and Video Library](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html) (<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html>) is a free source for videos demonstrating developmental milestones from 2 months to 5 years of age. The library was created to help family members, early care and education providers, and healthcare providers identify developmental milestones in very young children and recognize any areas of

concern. No permissions are needed to use the photos and images in this library for educational or awareness-building purposes.

Two new videos are available for viewing on the Pyramid Model Consortium website. The videos highlight evidence-based teaching practices that support young children's social-emotional development, as demonstrated by a high fidelity

Pyramid Model implementation site. A table of contents at the beginning of each video allows viewers to navigate to each segment.

- [Demonstration of Pyramid Model Practices: A Typical Day in a Preschool Classroom](#) (1 hour and 25 minutes)
- [Demonstration of Pyramid Model Practices: A Typical Day in a Toddler Classroom](#) (1 hour and 4 minutes)

## Adjunct Instructors: Some Things to Consider

A [January 2017 article](#) offers interesting commentary on the growing trend toward using adjunct instructors. Apparently between 2003 and 2013, the share of all faculty who were contingent increased from 45 to 62% at public bachelor's degree-granting institutions and 80-83% at community colleges.

The study mentions concerns about what this reduction means for low-in-

come and part-time students, who often are in greater need of instructor support and are generally less likely to seek help. While some research suggests that adjunct faculty are less likely to provide support, other studies show students may be more engaged with contingent faculty because of their more relevant and current experience in the field.

The article also shares findings on the cost-savings of shifting from full-time to adjunct instructors. It seems those savings may actually be more modest than was previously thought. Read more at <http://www.air.org/news/press-release/colleges-increasingly-use-contingent-faculty-cut-costs-savings-are-modest-when>

“There are no shortcuts to any place worth going.”

Helen Keller

## A Few Words About Faculty Finds

**Faculty Finds** is distributed six times per year. Each issue focuses on content resources, instructional resources, and information about effective preparation of early childhood professionals. All resources are **free**.

Faculty Finds is compiled by Camille Catlett. The listserv is supported by ACCESS. **All or part of Faculty Finds may be freely shared or copied.**

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[subscribe-facultyfinds@listserv.unc.edu](mailto:subscribe-facultyfinds@listserv.unc.edu)

To suggest resources, please contact Camille ([camille.catlett@unc.edu](mailto:camille.catlett@unc.edu))

Past issues are archived at <http://fpg.unc.edu/resources/faculty-finds>

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