FACULTY FINDS

Website Offers Resources for Supporting Cultural, Linguistic, and Ability Diversity in Courses

The early childhood education program at Northampton Community College (NCC) just completed a six-year project designed to increase the emphasis on cultural, linguistic, and ability diversity in coursework and field experiences.

Visit **http://webapp. northampton.edu/clad/** to learn more about the process they used and to discover some of the print, video, evidence, and web resources they used. You can watch a video (**https://youtu.be/ ML5Gp8Jxq_s**) that chronicles the process of incorporating an explicit and intentional emphasis on cultural, linguistic, and ability diversity across course readings, assignments, activities and discussions.

The "Basics" section of the website offers the evidence base on which NCC drew during the project. The "Syllabi" section shares 12 of NCC's recently updated syllabi. Ten are traditional early childhood courses, and two focus on specific aspects of diversity (Cultural and Linguistic Diversity in Early Childhood, and Supporting Young Learners of Diverse Abilities). Other materials include a glossary and resources for families.

It's all at **http://webapp. northampton.edu/clad/**

Teaching a Child, Family, and Community Course?

In the next issue

Resources for Supporting Young Dual Language Learners

Here are two resources to consider.

• **Policy Statement on Family Engagement** (**http://www2.ed.gov/ about/inits/ed/earlylearnin g/files/policy-statement-on-family-engagement.pdf**) This joint federal policy statement (DHHS-DOE) synthesizes research on the importance of family engagement, identifies common challenges in engaging families, covers evidence-based practices, and recommends state actions. After reading the policy statement, ask students to

• discuss the implications of the research for programs and professionals

• find evidence-based practices for engaging families who are culturally and linguistically diverse

• look at current state policies and practices and compare them to the recommendations in the document.

• *Tuning In: Parents of Young Children Tell Us What They Think, Know and Need* (**https://www.zerotothree.org /early-learning/national-parent-survey**)
Once students have read about and discussed the findings from this research (e.g., areas of child development in which family knowledge is often off-base), ask students to come up with ways that they would support families to learn about brain development and age-appropriate expectations.

Briefs on the Early Childhood Workforce: Pathways to Progress

A September 2016 series of briefs on the early childhood workforce are available at **http://www.acf.hhs.gov/ecd/early-childhood-career-pathways** The briefs were developed to inform early childhood programs, states, higher education programs, and other interested stakeholders about strengthening the support they offer the early childhood workforce. They summarize findings in the Institute of Medicine's and National Research Council's 2015 report, *Transforming the Workforce for Children Birth to Eight* (**https://www.nap.edu/download/19401**)

One of the briefs (*Workforce Development: Higher Education and Preservice Professionals*) offers an overview of the report's findings related to current early childhood pre-service preparation, highlights findings related to content of coursework, requirements for field experiences, diversity of faculty and students, and relationships between associate degree and bachelor's degree programs. The full report also identifies several elements of effective alternative teaching programs, including quality recruitment processes, flexible programs to meet the need of applicants, and supervision on the job.

"Handle them carefully, for words have more power than atom bombs"

Pearl Strachan

Cell Phones in the Classroom: What's Your Policy?

This article (**http://www.facultyfocus.com/articles/effective-classroom-management/cell-phones-in-the-classroom-whats-your-policy/**) makes a case for having a clearly articulated policy on student cell phone use in the classroom, even if you are encouraging their use for polling or web research. Don't miss the reader comments!

New Video Pairs Nicely with Backwards Brainstorming

Backwards brainstorming can be an effective way to determine whether students can recognize practices that are **not** effective or evidence-based. Here's one example.

Every Opportunity (**https://www.youtube.com/watch?v=VxyxywShewI**) is a film that shows adults consistently missing opportunities to support children. Show the first portion of the video (the "bad" example). As a group, discuss the missed opportunities. Then ask students to work in pairs to identify all the things they would have done differently if they were the administrator of the school depicted. Include evidence sources for each idea to justify why it would be important. Try this with other favorite clips.

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.**

Anyone can sign up to receive future issues of Faculty Finds. Send an email with **no message** to **subscribe-facultyfinds@listserv.unc.edu**

To suggest resources, please contact Camille **camille.catlett@unc.edu**

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

To learn more about ACCESS, visit the website at **https://accessece.org/**