

FACULTY FINDS

News and Updates

The **Division for Early Childhood (DEC)**'s July 2017 **Position Statement on Challenging Behavior and Young Children** (<http://www.dec-sped.org/position-statements>) readdresses the significance of the healthy social-emotional competence of all children and provides guidance to practitioners, teachers, and families in preventing and effectively responding to challenging behaviors. The position statement and a 2-page executive summary draw on resources from both early childhood and early intervention/early childhood special education. Both documents include culturally sustaining, family-focused practices, as well as a commitment to inclusion, professional development, technical assistance, and using approaches that eliminate suspension and expulsion. Both are also posted on the Faculty Finds website (<http://fpg.unc.edu/presentations/faculty-finds-resources>). Consider asking learners to read and discuss the position statement, then use it in a field placement to determine the extent to which practices mentioned in the position statement are evident in that setting.

It is estimated that children with ADHD receive 20,000 more negative messages by age 12 than those without the condition.

William Dodson

Culture, Diversity, and Equity Resources

In the recent survey of Faculty Finds subscribers, many requested resources that addressed the ways in which race, ethnicity, and culture intersect with learning and development for young children. Thanks to the Vermont Agency of Education, an 8-page annotated collection has just been posted. Evidence sources, print sources, audiovisual sources, and web sources are provided. If you are looking for a specific focus, try key word searching the document (CTRL + F). For example, searching for "equity" will yield key policy questions to consider related to advancing educational equity, practical strategies for creating early childhood environments that reflect diversity, equity and justice, and more. Visit the **Teaching for Change: Building Social Justice Starting in the Class-room** website (<http://www.teachingforchange.org/>) if you're not using it yet.

Culture, Diversity, and Equity Resources

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Equity in Education: Key Questions to Consider http://www.ecs.org/ec-content/uploads/Equity_in_Education_Key_questions_to_consider.pdf

Critical Practices for Anti-Bias Education <http://www.tolerance.org/critical-practices>

Math Resources

Looking for new evidence, articles, videos, or websites to support your teaching/training related to numeracy? Check out the free annotated collection of math resources that is posted on the Faculty Finds website. Or visit the **Early Math Collaborative Idea Library** where you can search for resources based on grade level, math concept, or Common Core alignment. Imagine how students could use these ideas to create learning centers or design large and small group activities.

Math Resources

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Early Math Collaborative Idea Library <http://earlymath.erikson.edu/ideas/>

Are You Building Both Knowledge Acquisition AND Knowledge Application in Your Courses or Presentations?

My favorite definition of professional development underscores the importance of providing opportunities for learners to both **acquire** and **apply** knowledge and evidence-based practices. For faculty and instructors, this means incorporating activities and assignments that require learners to draw on what they have learned and to demonstrate that they can put what they've learned into practice. There's a cool tool that you can use to determine if your course or training includes both. Simply drop your course assignments down the left-hand column, then look at which course objectives/learning outcomes are met by each assignment and whether the assignment measures what has been learned, what can be applied, or both. This is also an easy tool for determining whether all course objectives/learning outcomes are being addressed or not. Consider how this chart could also be used to help presenters remember to build in time for participants to try out (apply) what they've learned.

What Do We Mean By Professional Development In The Early Childhood Field?

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

The Blueprint Assignment Alignment Chart

<http://fpg.unc.edu/presentations/faculty-finds-resources>

Assignment Makeovers: Handout

<http://scriptnc.fpg.unc.edu/resources/assignment-makeovers-handout>

Assignment Makeovers: PowerPoint Slides and Archived Webinar Recording

<http://scriptnc.fpg.unc.edu/resources/assignment-makeover-powerpoint-slides-and-archived-recording>

Assignment	Alignment with Course Objectives/Learning Outcomes								What does the assignment measure?	
	1	2	3	4	5	6	7	8	Knowledge Acquisition	Knowledge Application
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

Want some examples of how to make the shift to include a stronger emphasis on knowledge application? Check out these resources from SCRIPT-NC.

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood (birth through Grade 3) content resources, instructional resources, and information about the effective preparation of early childhood professionals. All resources are free. Anyone can sign up to receive future issues of Faculty Finds. Send an email with no message to subscribe-facultyfinds@listserv.unc.edu

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

To suggest resources or topics, please contact Camille (camille.catlett@unc.edu). Past issues are archived in Portable Document Format (PDF) at <http://fpg.unc.edu/resources/faculty-finds>