

# FACULTY FINDS

## Culturally Responsive Teaching: A Promising Approach – But “Evidence-Based”?

This provocative article by Jenny Muñiz highlights the importance of evidence-based practices in the early childhood field. The author then goes on to discuss the growing priority for culturally responsive teaching and raises the question of whether we actually have a solid research base on which to implement culturally responsive teaching practices. This article could be a great way to stimulate thinking about this topic. Consider holding a debate – live or online – about whether or not there is an evidentiary basis for implementing culturally responsive teaching. Or ask students to read the article and to write about their views on the topic.

<https://www.newamerica.org/education-policy/edcentral/culturally-responsive-teaching-promising-approach-evidence-based/>

## 7 Characteristics and 6 Tools that Support Meaningful Feedback

Which feedback practices are validated by research, and how do your current approaches measure up? This article shares a table delineating the seven characteristics of meaningful feedback. Read on to discover technology tools that support instant and elaborative feedback. If you're interested in how to tailor feedback to be more actionable and explore the resources that make feedback accessible, this may be the resource for you.

<http://www.ascd.org/ascd-express/vol13/1309-ntuli.aspx>

## Criteria for Evaluating Online Sources

When you ask students to identify online sources, do you provide them with criteria for how to evaluate and select those sources? Do you help them to develop a healthy skepticism when considering online materials? Helping students to develop mechanisms for reviewing and evaluating sites can support them in the work they do for your course and in their lifelong quest to implement evidence-based practices. Often criteria are generated by campus libraries, and your institution or program may have their own. If they don't, please consider using one of the resources to the right.

### Criteria for Evaluating Web Resources

<https://www.library.kent.edu/criteria-evaluating-web-resources>

### 6 Criteria for Websites

[https://cdn.dal.ca/content/dam/dalhousie/pdf/library/CoreSkills/6\\_Criteria\\_for\\_Websites.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/library/CoreSkills/6_Criteria_for_Websites.pdf)

### How to Evaluate Website Content

<https://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites>

### Preparing Students to Support Children and Families who have Experienced Trauma or Maltreatment

Every day the media seems to carry new stories about the impact of trauma on young children, whether as a result of opioids, violence, or abuse. Preparing early childhood professionals to support children and families who have experienced trauma or maltreatment is essential. A new collection of free resources, *Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families*, may be helpful in doing this. Here are some options.

- Consider sharing information with your students about the prevalence of adverse childhood experiences or ACEs.
- Provide guidance, like the Division for Early Childhood position statement on child maltreatment
- Ask each student to consider their own adverse childhood experiences by completing the ACE questionnaire (Adverse Childhood Experiences – ACEs too High?)
- Show videos from the Developing Child series, to illustrate the impact of early adversity on child development
- Help students to add important resources to their repertoire like the National Child Traumatic Stress Network
- Support an understanding of how to build resilience by using articles like Ten Ways to Foster Resilience in Young Children.

Discover these and other resources in the full collection, which is posted at <http://fpg.unc.edu/presentations/vermont-resource-collections>

**The Prevalence of Adverse Childhood Experiences, Nationally, By State, and By Race or Ethnicity**

<https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity/>

**Position Statement on Child Maltreatment**

<https://www.decdocs.org/position-statement-child-maltreatment>

**Adverse Childhood Experiences - ACEs Too High?**

<https://acestoohigh.com/got-your-ace-score/>

**In Brief: The Impact of Early Adversity on Child Development**

<https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/>

**The National Child Traumatic Stress Network**

<http://www.nctsn.org/>

**Ten Ways to Foster Resilience in Young Children – Teaching Kids to “Bounce Back”**

[http://southernearlychildhood.org/upload/pdf/Dimensions\\_Vol42\\_3\\_Petty.pdf](http://southernearlychildhood.org/upload/pdf/Dimensions_Vol42_3_Petty.pdf)

### Aiding Reading Comprehension with Post-its

Do your students have difficulty remembering what they read? This article shares a simple, low-stress strategy that can help students engage with, understand, and remember what they read.

<https://www.edutopia.org/article/aiding-reading-comprehension-post-its>

### 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](mailto: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](mailto:camille.catlett@unc.edu)). Past issues and resources are archived in Portable Document Format (PDF) at <http://fpg.unc.edu/resources/faculty-finds>