

FACULTY FINDS

Including Math in Ways That Work for Each and Every Child

A recent brief ([Critical Calculation](#)) calls attention to key findings related to preparing early educators to support mathematical development in young children. The brief draws upon studies of early childhood higher education degree programs conducted across eight states between 2012 and 2017. The studies explored how institutions of higher education and their degree programs were situated to educate and support early childhood teachers in this content area.

To support your thinking about how to incorporate math content in ways that support each young learner, here are some free resources.

Counting in Our Many Languages

<https://www.youtube.com/watch?v=O8XDKRA3Zac&feature=youtu.be>

In this video, children are learning from each other in multiple languages.

Help! They Still Don't Understand Counting

<http://files.eric.ed.gov/fulltext/EJ875422.pdf>

This article describes a developmental framework for counting and weaves within it helpful activities derived from recent research as well as a few activities based on long-established best practices.

Positive Early Math Experiences for African American Boys: Nurturing the Next Generation of STEM Majors

<https://www.naeyc.org/resources/pubs/yc/may2018/positive-early-math-af-am-boys> *This article argues that creating engaging early math-learning opportunities is critical, especially for African American boys, and recommends choosing materials and designing environments to optimize early math learning.*

[Universal Design for Learning] UDL Guidelines in Practice: Grade 1

Mathematics <http://www.youtube.com/watch?v=KuTJJQWnMaQ> *Watch as a panel of UDL experts takes you inside a diverse Language Arts classroom to show master teachers applying the principles and guidelines of UDL to first grade math.*

How Can We Build Anti-Racist White Educators?

While young children and families grow increasingly diverse, the teacher workforce remains predominantly female and white. This article explores what white educators need to understand as they work to build anti-racist practices and identities. Consider using this resource as a way to empower white students to embrace their roles as allies and advocates.

Critical Calculation: Supporting the Inclusion of Math in Early Childhood Degree Programs

http://csce.berkeley.edu/a-critical-calculation/?utm_source=Math+HEI+brief&utm_campaign=Math+brief&utm_medium=email

<https://www.youtube.com/watch?v=O8XDKRA3Zac&feature=youtu.be>

<http://files.eric.ed.gov/fulltext/EJ875422.pdf>

<https://www.naeyc.org/resources/pubs/yc/may2018/positive-early-math-af-am-boys>

<http://www.youtube.com/watch?v=KuTJJQWnMaQ>

How Can We Build Anti-Racist White Educators?

https://www.tolerance.org/magazine/how-can-we-build-antiracist-white-educators?utm_source=Teaching+Tolerance&utm_campaign=d91ed99ddf-Newsletter%3A+8-21-2018&utm_medium=email&utm_term=0_a8cea027c3-d91ed99ddf-83000183

Learning to Teach: Observing and Reflecting

This video series introduces viewers to compelling early childhood classroom footage accompanied by facilitated discussions about observations and teaching practices. Viewers will get a hands-on look at how beginning teachers learn to closely observe children and engage in reflective conversations about children, materials, the classroom environment, and themselves.

Part One: Classroom Routines and Transitions

Prior to each video clip, a Bank Street graduate faculty member introduces the situation, shows the video, and then engages novice teachers in a discussion. Viewers can engage in a similar process: watch, consider, and discuss. Then join the graduate student panel as they puzzle out what they saw and try to make sense of the children and themselves as early childhood teachers.

Part Two: Dramatic Play

This sequence takes a close look at when children engage in three different types of dramatic play.

Part Three: Early Childhood Materials and Environment

Open-ended materials are the 'texts' of the early childhood classroom, providing limitless opportunities for children to create, engage, represent, and imagine. Scenes in this series show children working with a range of materials in an environment designed to support their learning and development.

Learning to Teach: Observing and Reflecting
<https://www.bankstreet.edu/research-publications-policy/snapshots-of-practice/learning-to-teach-observing-and-reflecting/>

Classroom Routines and Transitions
https://d2mguk73h8xisw.cloudfront.net/media/filer_public/filer_public/2018/05/03/learning_to_teach_part_one_1802.pdf

Dramatic Play
https://d2mguk73h8xisw.cloudfront.net/media/filer_public/filer_public/2018/05/03/learning_to_teach_part_two_1802.pdf

Early Childhood Materials and Environment
https://d2mguk73h8xisw.cloudfront.net/media/filer_public/filer_public/2018/05/03/learning_to_teach_part_three_1802.pdf

New Free Instructional Resources on Observation, Screening, Evaluation, and Assessment

Thanks to the generosity of Vermont AOE colleagues, here is a brand new, 11-page collection of free, annotated evidence, print, audio-visual, and online resources related to early childhood observation, screening, evaluation, and assessment. For anyone who teaches content related to objective observation of young children, you'll love the free collections of videos in the first section (observation). Others will be more interested in materials on screening, evaluation, and assessment, which include resources related to children who are dual language learners and resources that explore the ways in which families may be a resource to the information-gathering process.

<https://fpg.unc.edu/presentations/vermont-resource-collections> (scroll all the way to the bottom of the list)

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 and resources are archived in Portable Document Format (PDF) at <http://fpg.unc.edu/resources/faculty-finds>

