Here are two resources to consider.

• **Policy Statement on Family Engagement (**[**http://www2.ed.gov/  
about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/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 pro-grams and professionals

• find evidence-based prac-tices for engaging families who are culturally and lin-guistically 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**](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 develop-ment in which family know-ledge is often off-base), ask students to come up with ways that they would sup-port families to learn about brain development and age-appropriate expectations.

## **Website Offers Resources for Supporting Cultural,**

## **Linguistic, and Ability Diversity in Courses**

Support for this listserv is provided by

Issue 2

November 2016

FACULTY FINDS

### **Teaching a Child, Family, and Community Course?**

The early childhood education program at Northampton Community College (NCC) just com-pleted 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/**](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**](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 syl-labi. Ten are traditional early childhood courses, and two focus on specific aspects of div-ersity (Cultural and Linguistic Diversity in Early Childhood, and Supporting Young Learners of Diverse Abilities). Other mater-ials include a glossary and resources for families.

It’s all at [**http://webapp.  
northampton.edu/clad/**](http://webapp.northampton.edu/clad/)

In the next issue

**Resources for Supporting Young Dual Language Learners**

to support children. Show the first portion of the video (the “bad” example). As a group, discuss the missed oppor-tunities. 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.

**New Video Pairs Nicely**

**with Backwards Brainstorming**

## [**Cell Phones in the Classroom: What's Your Policy?**](https://itsapps.unc.edu/PIM/ResourceView?resourceid=3279)

This article ([**http://www.facultyfocus.com/articles/effective-classroom-management/cell-phones-in-the-classroom-whats-your-policy/**](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!   
Backwards brainstorming can be an effective way to determine whether stu-dents can recognize prac-tices that are **not** effec-tive or evidence-based. Here’s one example.

*Every Opportunity*([**https://www.youtube.com/watch?v=VxyxywShewI**](https://www.youtube.com/watch?v=VxyxywShewI)) is a film that shows adults consis-tently missing opportunities

**Faculty Finds** is distrib-uted six times per year. Each issue focuses on content resources, instructional resources, and information about effective preparation of early childhood profes-sionals. 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**](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**](http://fpg.unc.edu/resources/faculty-finds)

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

**A Few Words About Faculty Finds**

A September 2016 series of briefs on the early childhood workforce are available at [**http://www.acf.hhs.gov/ecd/early-childhood-career-pathways**](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 stake-holders 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**](https://www.nap.edu/download/19401))

One of the briefs (*Workforce Development: Higher Educ-ation and Preservice Profes-sionals*) offers an overview of the report’s findings related to current early childhood pre-service preparation, high-lights findings related to con-

tent of coursework, require-ments for field experiences, diversity of faculty and students, and relationships between associate degree and bachelor’s degree pro-grams. 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.

## **Briefs on the Early Childhood Workforce: Pathways to Progress**

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FACULTY FINDS

*“Handle them carefully, for words have more power than atom bombs*”

Pearl Strachan