

Summer 2011

NAECTE

A Periodic Newsletter for Members and Friends

From our NAECTE President



Join us in Providence, Rhode Island, for the NAECTE summer conference!

See page 2 for more summer conference details!

Have you voted? Ballots Are Due June 9!

Summer has arrived in most locales, and I hope your livin' is easy – or at least that you are enjoying a change of pace from the regular school year. If you are like me, traveling to Providence is a highpoint on your agenda. It's always renewing to be together with colleagues from far and wide, and our 8:00-11:50am meeting on Monday June 13 promises to offer valuable information as well as plenty of opportunities for networking.

You may have heard from NAECTE recently with a reminder to renew your membership. Be certain you are a member for the 2011 calendar year by checking the *Member's Only* section of the website. You won't want to miss any issues of the Journal or other membership benefits! We hope you will also consider bringing NAECTE to the attention of recent graduates or new colleagues, and maybe you're able to give them a membership to help them connect with their early childhood teacher education colleagues and to learn from their research.

Current members were also recently given the opportunity to vote for NAECTE officers. We're very pleased with the efficient and easy-to-use on-line system we're using and

thank Bryan Korth for working with Sara Davis on creating the ballot and managing the election. It's not too late to follow that link and to let your voice be heard. **Voting ends June 9th.**

The most noteworthy recent accomplishment to share is the board's approval of the establishment of the *Alliance of Early Childhood Teacher Educators*, which is designed to strengthen and unify the voices of NAECTE and ACCESS (Associate Degree Early Childhood Teacher Educators), the two largest organizations of early childhood teacher educators.

We've been pleased to see that NAEYC is already taking note of the role the *Alliance of Early Childhood Teacher Educators* can play in policy development. Those who attended the NAECTE meeting in November will remember that we met with ACCESS to respond together to the October draft of the NAEYC/NACCRRA *Defining the Work of Early Childhood Education Professional Development Specialists* policy paper. The final version: the NAEYC/NACCRRA *Professional Development*

Training and Technical Assistance Glossary provides evidence not only that our voices were heard, but also that NAEYC is turning to the *Alliance of Early Childhood Teacher Educators* to play a leading role in developing education-related definitions as a companion to this training and TA glossary. See the report posted at http://www.naeyc.org/GlossaryTraining_TA.pdf gives us our first opportunity (see pages 3 and 19 in particular).

I was also particularly pleased when NAEYC asked our help in identifying facilitators for the National Summit of States: 5th Annual State Professional Development Leadership Team Work Day on June 11. Holly Seplocha and Roberta Schomberg will represent NAECTE in that effort.

Thank you for being part of NAECTE – I hope you find that the organization, its publications, and benefits meet your needs. I hope you'll think about becoming more involved if you've been sitting on the sidelines.

Nancy Freeman
NAECTE President

Keep current on
association events
by checking in
regularly on our
web site
<http://www.naecte.org>

NAECTE Summer Conference

We are excited about our summer conference in Providence, Rhode Island on Monday, June 13 from 8:00-12:30. The theme of the NAECTE conference is The Politics of Pedagogy in Early Childhood Education. Our keynote speaker will be Kelly Baker from the University of Central Oklahoma. The title of her presentation is *Creating a vision for legislative influence: Policymaker, policymaker, what do you see?* Dr. Baker's principal work involves preparation of candidates for pre-k through third grade teaching, as well as teaching at the graduate level, typically with current practitioners in the early grades. She has a great interest in continued professional development of teachers in the field and ongoing collaborations with classroom teachers. She maintains a strong interest in pursuing research related to early childhood teacher effectiveness, constructivist teaching practices, and literacy in the early grades. We will have 15 round table presentations, 12 poster presentations, and 3 ResearchNets. We will also have a table for members to display recent publications so don't be shy about sharing your scholarly work with your colleagues.

Voting

The electronic ballot seems to have been very successful. Over 80 were completed and returned within three days and we know it would not have been that fast with paper ballots. However, we also realize that some of you may not have received an electronic ballot because of email address problems or university security issues. Please make sure your university is letting naecte.org mail through and is added to your approved mail list. If you did not receive an electronic ballot contact Byran Korth at byran_korth@byu.edu to request one. **All voting must be completed by June 9th, 2011.** If you do want a paper ballot please let me know immediately because we will need to have it back by the 9th. We will have the results of the election by the conference in Providence!

Sara Davis, President Elect

NAECTE Foundation Doctoral Scholarship Nominations Due August 1

The NAECTE Foundation will launch its new doctoral scholarship this Fall. One of the goals of the NAECTE Foundation is to promote and support promising scholarship related to early childhood teacher education. As a means of promoting the growth of leadership and scholarship in the field, NAECTEF will assist doctoral students in completing dissertation research. The NAECTE Foundation is offering a \$1,000 award to encourage doctoral students to conduct research that has the potential to impact the early childhood teacher educator profession and to shape our future. These funds are to be used to support data collection and completion of the dissertation.

We invite you to identify and nominate well-deserving doctoral candidates for this award. If you are working with doctoral candidates, please consider nominating one of them for this award. Any current member of the National Association of Early Childhood Teacher Educators who is faculty or chair on a doctoral committee is eligible to nominate a student for this award. Application procedures are described in a link on the Foundation webpage at naecte.org. The deadline for application materials to be submitted is August 1, 2011. If you have additional questions, please contact Elaine Surbeck, the Chairperson of the Scholarship Committee, at esurbeck@asu.edu.

Get the most from your NAECTE membership

- Go to NAECTE.org
- On the side bar, click on "Members Only"
- Enter username and password or click on "Forgot your user name and/or password?"
Temporary username and/or password will be e-mailed
- You'll see "Welcome!" and a list of options
- Choose "Edit, update profile." Please check your information carefully. Change as needed. Important? ABSOLUTELY, IF you want to receive journals, a voucher to access JECTE on line, the annual ballot, emails alerting you to a deadline, etc. BUT you won't get those if we don't have the correct information OR if our emails are languishing in your SPAM file
- You'll also have the option of creating a directory of all our current members or of the members from one year or from certain states
- You can look up the e-mail, address, etc. by typing in a name

REMEMBER:

- Membership year is January 1 through December 31.
- You will get four issues of JECTE. Back issues will be sent if you join by November 1.
- You can join by completing the membership form on our website and paying by check or through Paypal. If you use someone else's account on paypal, please notify membership@naecte.org so we will know that the payment is for you!!!

Still have questions? Contact membership@naecte.org

NAECTE ResearchNet on teacher research: news update

Contact: Kathryn Castle
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Focus: Teacher research is done by teachers at all levels to inquire into teaching and learning and for the improvement of teaching. Teacher research is a form of professional development. The purpose of this ResearchNet is to provide:

- (a) a forum for conducting teacher research studies
- (b) an outlet for dissemination of teacher research results
- (c) professional development opportunities for NAECTE members to learn about teacher research including how to facilitate the teacher research of early childhood teachers and teacher educators and how to collaborate in teacher research partnerships.

ResearchNet Activities: At the November 2007 NAECTE conference, nine members met in a Roundtable discussion on forming a ResearchNet on Teacher Research. Those involved in the discussion were currently doing teacher research, helping teachers in schools conduct teacher research, or were interested in doing teacher research. This group planned to meet again at future NAECTE conferences to share experiences, ideas for teacher research, and results from teacher research. A formal proposal to approve the ResearchNet was submitted to the NAECTE Board summer 2008. They approved the formation of the ResearchNet at the New Orleans NAECTE Board Meeting 6-7-08. The ResearchNet submitted a conference program proposal for the November 2008 conference. It was accepted and the ReserachNet Round Table was held at the Dallas conference 11-5-08. 12 people attended and discussed next steps. It was agreed that individual members of the ResearchNet would conduct protocol research to be shared at the next year's (2009) fall conference. Members have continued to share results at each meeting of the ResearchNet during the NAECTE spring and fall conferences.

Research Findings: Members of the ResearchNet are currently involved in conducting teacher research using protocols, teaching about teacher research, and helping pre-and in-service teachers conduct teacher research.

Future Directions: Teacher research is quietly reforming schooling with findings applied to the improvement of teaching and learning. Early childhood teacher educators have an important role to play in this quiet revolution. This ResearchNet has the potential to elevate the visibility of the significance of teacher research to schooling including higher education. It can serve as a professional development opportunity as well as a space for members to collaborate in teacher research studies.

NAECTE currently has many members who have published teacher research. The 2010 theme issue of *JECTE* focused on early childhood teacher educator teacher research. Teacher research is becoming increasingly important in schools, teacher education, NCATE, and NAEYC.

3 Year Timeline: 2011-2013: Continue to collaborate on teacher research studies and to provide professional development opportunities for NAECTE members.

Highlights from Regional Reports:

Region One

By: Pat Cantor, Region One Representative

The NH Early Childhood Higher Education Roundtable celebrated its one-year anniversary this May. The Roundtable, which was convened by the state Child Development Bureau, provides an opportunity for early childhood faculty from two- and four-year institutions to discuss questions and issues of mutual concern and to offer feedback to the state Child Development Bureau about policies affecting children birth to age 5 and their families and teachers. At its most recent meeting, the Roundtable heard a presentation on the state's Child Care Development Fund grant and learned about opportunities to get involved in state initiatives to revise early learning guidelines and update the state-wide emergency child care plan. Roundtable members have also made a commitment to working together to strengthen preparation for early childhood professionals across the birth to age 8 age span.

On May 24, the New Hampshire Infant Mental Health Association launched the new state competencies for Early Childhood and Family Mental Health. These competencies were developed over the last year by a workgroup that included representatives from mental health, higher education, early intervention, family support, and early education. The competencies are adapted from those being used in Vermont, our neighbor state. These competencies will now be introduced into higher education coursework in early childhood programs and used across multiple settings that serve young children and families. The next step, if funding can be found, will be to establish a credential in early childhood mental health.

Region 6

ARKANSAS

Just like many of our colleagues, Arkansas early childhood teacher educators are trying to figure out how to respond to the Common Core State Standards. It seems to be an opportunity to address the uses of standards, but also have a professional response to politics as usual. Our state department of education has asked one or two early childhood educators to help with re-writing the state's "frameworks", but there's little or no news coming from that camp. We will all be addressing all of the new INTASC and NAEYC standards in our syllabi before the fall semester. We are very fortunate here in Arkansas that we have not experienced a huge state budget shortfall so our jobs have not been in danger and we have not lost all of our travel money. However, budgets are also not growing to meet the needs of having larger enrollments at most of the state's universities.

Reported By Sara Davis, University of Arkansas Fort Smith

OKLAHOMA

OAECTE held its spring meeting April 8, 2011. The outgoing president, Anita Ede, was recognized and the incoming president, Peggy Lisenbee was welcomed. Reports were given on NAECTE and the fall conference, the EEPDC, the Oklahoma Partnership for School Readiness Workgroup, and on the NAEYC Public Policy session in Washington DC attended by several OAECTE members. The group discussed advocacy initiatives and plans for contacting legislators. Nominations were solicited for the Graduate Student Fellowship Award and for the office of Secretary/Treasurer. The meeting was adjourned to tour the new offices of the Early Childhood Association of Oklahoma.

The Oklahoma Core Competencies have been posted on the NAECTE website for possible

Region 6 news continued on next page

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advocacy activities. The State of Oklahoma now requires that all early childhood/elementary teacher candidates pass a literacy/phonics test administered by each teacher education program. OAECTE sponsored the NAECTE and OAECTE membership dues of one member selected by an appointed committee chaired by Dr. Kelly Baker. In addition, two OAECTE members sponsored memberships for two additional individuals. Everyone agreed that membership recruitment is very important, especially for maintaining the publication of the journal, JECTE. The fall 2011 meeting was scheduled for September 30.

Reported by Kathryn Castle, Oklahoma State University

TEXAS

Texas is starting Advise TX. Here is some information on Advise TX from their website at www.advisetx.org <<http://www.advisetx.org>> :

The Advise TX College Advising Corps, a component of a national model established by the National College Advising Corps, seeks to increase the number of low-income, first-generation, and underrepresented Texas high school students entering and completing postsecondary education. The program strives to empower students by giving them information, encouragement, and support they need to navigate the college admissions process.

Currently, TCU's College of Education is employing 16 students who are recent graduates to serve as advisers in local high schools and a coordinator who will oversee the program. TCU joins Rice, Trinity, and Texas A&M to work with UT-Austin to help students realize their dream of attending and graduating from college. Program training begins this summer on campus to prepare to be implemented at 16 different local and regional high schools. If you have questions or need more information, please let us know!

Reported By: Becky Taylor and Mary Martin Patten, TCU

Also reported: We are working to revitalize our Texas affiliate of NAECTE and increase our membership. It has been dormant for a few years and we especially want to resume a presence on the NAECTE website.

Reported By: Karen Petty, Texas Woman's University

News Compiled by Kathryn Castle, Region 6 Representative

Developmentally Appropriate Media Programming and the University of West Georgia

The University of West Georgia's Department of Early Care and Learning understands that the social and cultural value of children's and youth content is overwhelming. Audio-visual programming entertains and informs young people and helps them develop a sense of identity. Therefore, it is important that we provide children and youth with stories, that reflect who they are.

More than eight out of 10 parents declare public television is the leader in providing high quality educational programming for their children, according to a 1997 Roper Starch Worldwide, Inc. poll released today by the Corporation for Public Broadcasting (CBS, 2000). A comparable number of parents (84%) say public television provides programs that are different from shows on other broadcast and cable channels. The poll also established that 85 percent of parents felt that they could trust the programs their children watch on public television and they agreed (84%) on the importance of public television affording commercial-free programming for young children.

The American Academy of Pediatrics (2001) states that children watch four hours of television a day. The goal of the Developmentally Appropriate Programming (an initiative of the Birth through Age Five Program Coordinator) and the University of West Georgia University Television Station 13 (UTV) is to provide education, information and language development through a medium of fun and wonder. This programming is specifically to meet the needs of the university's prekindergarten. The initiative has a line of programming that includes:

- Service learning and the author's study celebrations
- Storytelling and reading aloud vignettes
- Puppetry/folk arts
- Global concepts: exploring culture and traditions

The program is slated to run from 2010-2012. It will be evaluated for programmatic changes and usefulness for the prekindergarten population and the instructional needs of the early learning coordinator and program. Dr.

Circles of Giving

Would you help improve the future of early childhood teacher education?

Would you help support research in early childhood teacher education?

Would you help to support a doctoral student completing a dissertation in early childhood teacher education?

Say “yes” by making a bequest or other planned gift to the National Association of Early Childhood Teacher Educators Foundation (NAECTEF).

The NAECTEF Circles of Giving recognize caring individuals who have contributed substantially to NAECTEF or who have remembered NAECTEF in their estate plans. By joining the Circles of Giving, you can have the satisfaction of knowing that your generosity will leave a legacy that supports early childhood teacher education. As you consider your estate plan, please think of NAECTEF. By keeping Early Childhood Teacher Education in mind, you help to support the development of stronger teachers of young children and better supervisors of early childhood programs. (For more information, see a brief Guide to Estate Planning posted as a link on our webpage at the NAECTE website—naecte.org)

The levels of giving designated for the Circles of Giving are as follows:

Supporters Circle

Gifts of \$100-\$499

Founders Circle

Gifts of \$500-\$1500

Legacy Circle

Gifts of more than \$1500 and/or mention of a Foundation gift in will or trust

If you have already remembered NAECTEF in your estate plans, please contact our Treasurer (Frances Rust) at 96 Round Hill Drive, Briarcliff Manor, NY 10510 or email francesrust49@gmail.com. NAECTEF wants to welcome you as a member of its Circles of Giving.

OUR PURPOSE

- To promote the professional growth of our membership.
- To discuss educational issues specific to our membership.
- To advocate for improvements in early childhood teacher education.
- Provide a forum for consideration of issues and concerns of interest to educators of early childhood teacher educators.
- Provide a communication network for early childhood teacher educators.
- Facilitate the interchange of information and ideas about research and practice.
- Use, as vehicles, the Journal of Early Childhood Teacher Education, conferences, resolutions, position papers, and other publications.
- Cooperate with other national and international organizations concerned with the study and education of young children.