

**NAECTE Fall
Conference 2010
Anaheim, CA,
November 3
Proposals due:
April 1, 2010**

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

From Our NAECTE President

Welcome to NAECTE's first newsletter of the new decade, and my first column as NAECTE's President. It is an honor to represent my colleagues in teacher education. I'm committed to continuing the organization's record of accomplishments as we work toward maintaining our momentum and implementing innovations designed to make NAECTE even more visible and effective. Be sure to be in touch when you have ideas and feedback.

The NAECTE Board met in November and again via conference call in January.

One Board action of interest is our recent endorsement, at the recommendation of the *Advocacy Committee*, of the **National Center for Educational Statistics (NCES) Early Childhood Longitudinal Study – Kindergarten 2010-2011 (ECLS-K:2011)**. The results of this study have the potential to contribute to members' research efforts, and to benefit young children and their families. For more information about this study visit <http://nces.ed.gov/ecls/>

We have also been engaged in on-going conversations with ACCESS to continue the work begun at November's meeting in Anaheim. Visit NAECTE.org often to stay informed about our plans.

Be sure to notice the deadlines that are fast approaching. Proposals to present at the November conference are due soon, as are nominations for NAECTE Awards.

Sara Davis and I recently attended the Southern Early Childhood Association (SECA) meeting in Little Rock, Arkansas. SECA provided a venue and coffee for NAECTE's brown bag networking breakfast where we discussed issues of regional interest to early childhood teacher educators. This is the second year teacher educators have met at SECA. We think it's a good match and opens possibilities for fruitful regional collaborations. SECA will meet in Savannah, Georgia next January – we hope you'll make plans to attend that conference and meet with NAECTE colleagues while there. This is a new

tradition that we hope will continue.

Be sure to explore the NAECTE website. You'll see that much of our important information is now easier to find.

Remember, that if you've authored a book to email its APA-style citation and 2-sentence description to jredkop@mailbox.sc.edu so that we can all celebrate your success.

Finally, have you noticed that two NAECTE members are candidates for NAEYC's Governing Board? I hope you'll consider supporting Roberta Schomburg (a candidate for Vice President) and Lindy Buch (a candidate for Secretary) when you cast your vote.

Wishing you a healthy, happy, and productive new year!

Nancy Freeman
NAECTE President

**NAECTE June
Conference
June 6, 2010
Phoenix, Arizona**

NAECTE Awards For 2010

2010 NAECTE AWARDS PROGRAM

NAECTE's Awards Committee is accepting nominations for four awards for 2010.

- Early Childhood Teacher Educator Award
- Outstanding Dissertation Award
- Outstanding Early Childhood Practitioner Award
- Technology Leadership Award, awarded in collaboration with the Technology ResearchNet

All nominations and required materials must be submitted electronically (e-docs, either Word or PDF). The deadline for submission for these awards, described below, is **April 20, 2010**. For nomination criteria, visit [Awards and Grants at www.naecte.org](http://www.naecte.org). Send all queries to Paula McMurray-Schwarz, awards@naecte.org

Award Submission Deadlines: April 20

NAECTE FOUNDATION RESEARCH AWARD

The NAECTE Foundation offers a monetary award to encourage early childhood teacher educators to conduct research that will have relevance for policy and advocacy in the area of early childhood teacher education.

The Foundation is accepting proposals for research on early childhood teacher education. **Application deadline for these awards is June 1.** To view application procedures, visit the [Foundations page at www.naecte.org](http://www.naecte.org).

2009 NAECTE Awards Recipients

Our award recipients for 2009 and earlier are listed on our NAECTE web site but we would also like to offer our congratulations to them here.

NAECTE/Cengage Learning Outstanding Early Childhood Practitioner Award: *Cindy Gennarelli* Director/Adjunct Faculty William Paterson University.

Early Childhood Teacher Educator Award, sponsored by Pearson Merrill: *Jie-Qi Chen*, Ph.D., Erikson Institute.

Outstanding Dissertation Award, sponsored by Pearson Merrill was presented to *Jennifer McCray*, Ph.D., Erikson Institute/Loyola University Chicago. "Pedagogical Content Knowledge for Preschool Mathematics: Relationships to Teaching Practices and Child Outcomes."

NAECTE Foundation Research Award: *Kathryn Castle*, Oklahoma State University, "Teacher Research in Early Childhood Teacher Education."

Technology Leadership Award, sponsored by the National Technology Leadership Coalition: *Kathleen M. Sheridan*, Ph.D., and *Leslie K. Curda*, Ph.D., National-Louis University. "Teaching Early Childhood Teacher Education Students Through Interactive Scenario-Based Course Design."

Outstanding Research Article Award, sponsored by Taylor & Francis: *Fabienne Doucet*, New York University, "How African American Parents understand their and teachers' roles in children's schooling and what this means for preparing preservice teachers."

Honorable Mentions for Outstanding Research Article: *Lisa S. Goldstein*, Santa Clara University. "Preparing preservice teachers for success in NCLB's kindergartens: Learning from experienced teachers' strategies for managing professional relationships with colleagues and parents."

Cynthia Paris and Polly Lung, University of Delaware/ "Agency and child-centered practices in novice teachers: Autonomy, efficacy, intentionality, and reflectivity."

In addition to these awards, NAECTE and Taylor Francis sponsor the **NAECTE Outstanding JECTE Journal Article Award**. The Editor of the journal in cooperation with members of the Editorial Board selects the winning article.

Fall 2009 NAECTE Conference Highlights

The Annual Meeting of NAECTE was held in partnership with ACCESS as a Pre-NAEYC Conference Session on Wednesday, November 18, 2009. The theme of this well-attended and enthusiastically received conference was *Early Childhood Teacher Education, Responding. Reflecting. Re-imagining.* Keynote speaker Stacie Goffin highlighted the “new realities” and “new opportunities” we are encountering in our field in a “time of dramatic change.” Chrisytn Dundorf, Portland Community College, and Stephanie Feeney discussed a model for NAECTE and ACCESS work in our communities. Conference participants also enjoyed a full range of round table sessions, poster sessions, and researchnets.



Future Conferences

**NAECTE June Conference 2010
June 7, Phoenix, Arizona**



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Regional Reports This Month on the Website: News from Region 1 and Region 2

Reports from members around the country tell of program changes, both good and bad, of legislated changes relevant to our field, of new faculty, conferences and speakers, and state AEYC news.

To learn what is happening in your region, see the Regional Reports on the NAECTE News page:

http://www.naecte.org/index.php?option=com_content&task=view&id=14&Itemid=29

Please contact your Regional Representative to share news from your state:

http://www.naecte.org/index.php?option=com_content&task=view&id=24&Itemid=53

Benefits of NAECTE Membership

NAECTE Membership includes four issues of the *Journal of Early Childhood Teacher Education*, e-letters, access to on-line back journal issues, on-line member directory, and Research-Net opportunities.

Join or Renew Now!

http://www.naecte.org/index.php?option=com_content&task=view&id=16&Itemid=31

Featured this month on the web page are reports submitted from Region 1 (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont) and Region 2 (New Jersey, New York, Puerto Rico, Virgin Islands)

Our thanks to:

Region 1 Representative Patricia Cantor, reporting of news from Connecticut (as submitted by Regina Miller) and from New Hampshire.

Region 2 Representative Holly Seplocha has brought us a report from NJAECTE (New Jersey).

Newly Published Books by NAECTE Members

Adams, L., & Kirova, A. (Eds.). (2007). *Global migration and education: Schools, children, and families*. Mahwah, NJ: Lawrence Erlbaum Associates.

This book addresses the issues faced by immigrant children and other newly arrived children, their parents, and educators through chapters from 14 countries. The common challenges and successes are identified in school settings that cope with these issues. Intended for researchers, students, school professionals, and educational policymakers in the fields of multicultural education, child psychology, international education, educational foundations and policy, and cross-cultural studies, this book is highly relevant as a text for courses in these areas.

Benner, S. M. (2010). *Promising practices for elementary teachers: Make no excuses*. Thousand Oaks, CA: Corwin Press.

Teachers have the power to change lives, particularly for struggling learners who have difficulty understanding how education broadens their future opportunities. This book offers educators a deeper awareness of the role they play in breaking the cycle of failure for students who are unsuccessful in school. Topics explored include building a sense of community, tapping student motivation, engaging in instructional conversations, including students who are learning English as a second language, using parent involvement for academic success, and differentiating instruction.

Decker, C., Decker, J., Freeman, N. K., & Knopf, H. T. (2009). *Planning and administering early childhood programs* (9th ed.). Cincinnati, OH: Pearson/Merrill.

Nancy Freeman and Herman Knopf have extensively revised this classic child care administration text. Its target audiences are students in child administration courses and individuals administering programs of early care and education.

Jacobson T. (2008). *Don't get so upset! Help young children manage their feelings by understanding your own*. Red Leaf Press. Saint Paul: MN.

Emotions can have a domino effect in the classroom when teachers' emotional states influence their interactions with students and alter the children's moods. *Don't Get So Upset!* will show child care providers how to express themselves in appropriate ways so that children will learn to do the same. This book approaches the subject in a practical, personal, and self-helping manner that will ultimately assist you in supporting children's emotional development.

Krogh, S. & Morehouse, P. (2008). *The early childhood curriculum: Inquiry learning through integration*. New York: McGraw-Hill.

The purpose of this text is not only to echo the compelling research that advocates child-centered teaching through the use of inquiry and integration, but to show how such an approach to early education can work, even as expectations have become increasingly prescriptive and regimented. The book is intended for future teachers at any level.

Nemeth, K. (2009). *Many languages, one classroom: Teaching dual and English language learners*. Beltsville, MD: Gryphon House

"This book fills a serious gap in our professional toolbox: How to design and implement curriculum for young children who are learning English as they continue to learn their home language." --Linda M. Espinosa, Ph.D., Professor of Early Childhood Education at the University of Missouri-Columbia

Newman, M., Sheridan, K., & Ogle, D. (2009). Visual Literacy Curriculum. In M. Newman, C. Spirou & D. Fouts (Eds.), *Teaching with primary sources: Collected works, Volume 2* (pp.

NATIONAL ASSOCIATION OF EARLY
CHILDHOOD TEACHER EDUCATORS

NAECTE

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.