

## SPECIAL POINTS OF INTEREST:

- **Alliance Letter to Presidential Early Learning Council**  
See page 3
- **ResearchNet: Online Teaching and Learning in Teacher Education has been launched**  
See page 5

## INSIDE THIS ISSUE:

- Letter from NAECTE President 2
- Alliance Letter to Mr. Steven Hicks 3
- Advocacy Committee Update 4
- New ResearchNet 5
- Region 10 & New York State News 6

## NAECTE Spring Conference June 10, 2013 in San Francisco, CA

You've booked the flight and reserved the room; it's almost time for the NAECTE Spring Conference! Our conference theme is ***Fostering Resiliency, Agency and Advocacy in Early Childhood Teacher Candidates***. The conference program reflects a high level of scholarly work related to the theme, and promises to stimulate meaningful, intellectual exchange. Our keynote speaker, Dr. Rebecca New, will bring a valuable message, sure to inform and inspire. As always, we'll enjoy connecting with colleagues and friends at the conference as well. Meeting times/places are as follows:

### **8:00a.m. -12:30p.m. – NAECTE Spring Conference Sessions**

Hilton San Francisco Union Square, Plaza B

### **1:30p.m.-4:00p.m. – NAECTE Board Meeting**

Hilton San Francisco Union Square, Powell room

### **12:00p.m. – 1:30p.m. – Foundation Board Meeting**

Hilton San Francisco Union Square, Presidio room

*San Francisco, here we come!*

Dr. Kelly Baker  
V. President for Conferences



## From our NAECTE President, Sara Davis

The other day before class I was visiting with students. They were expressing an interest in a university proposal and I told them I would bring it up at the next faculty committee meeting. One of them said, "Gosh Dr. Davis, how many committees are you on? You told us Monday that you are on the Faculty Senate, and then you said something about the Promotion committee, and now this!"



*"Our professional lives are filled with meetings, class preparation, grading, and more meetings. Our conferences are a time to connect, share ideas, get motivated, and support one another."*  
- Sara Davis

I laughed, but it reminded me once again how naïve undergraduates are about the ways of teaching. That it's not just about showing up in the classroom with a well-planned lesson. Our professional lives are filled with meetings, class preparation, grading, and more meetings. Our conferences are a time to connect, share ideas, get motivated, and support one another. University budgets are not getting any better, so for many of us travel ends up coming out of our own pockets. We are always working hard to make sure that this time together is special and extremely worthwhile.

This newsletter has the final details of the San Francisco conference for June 10th. It looks like there will be a lot of very interesting and timely presentations. There is also some information about the Fall conference in Washington DC. Big things are being planned for that conference too!

I have included the letter that was sent to Steven Hicks, Senior Policy Advisor for the Federal Department of Education. He shares two websites that have updated information: [www.ed.gov/early-learning](http://www.ed.gov/early-learning) and <http://www2.ed.gov/about/overview/budget/budget14/justifications/c-schoolreadiness.pdf>

The letter to Mr. Hicks was written with ACCESS board members under our umbrella group, The Alliance of Early Childhood Teacher Educators. We want you to know that we are speaking up for you in the broader circles of policy and we hope to be part of any conversation that impacts early childhood teacher education. A special thank-you goes out to those people instrumental in writing this document; Carrie Nepstad, Nancy Beaver, Nancy Freeman, Linda Welsh, Stephanie Feeny, Marjorie Fields, Sherry Cleary and Libby Ethridge. Just goes to show that early childhood teacher educators can play very well together.

Our membership manager, Lauren Harper, tells me that the new membership modules are almost ready to go. Our web designer is working on the membership log-in box, but it looks like it will go "live" by the end of June. We have high hopes that it will enable members to stay on top of membership.

***Hope to see you in San Francisco!***

*Sara McCormick Davis*  
President, NAECTE

*“...we offer partnership, expertise, and nation-wide presence to support the President’s agenda.”*



**THE ALLIANCE OF EARLY CHILDHOOD TEACHER EDUCATORS**

**The National Association of Early Childhood Teacher Educators**

**Associate Degree Early Childhood Teacher Educators: ACCESS to Shared Knowledge and Practices**

**To:** Presidential Early Learning Council

**From:** Alliance of Early Childhood Teacher Educators

The members of our allied professional organizations applaud the profound step the President has taken to promote high quality early childhood education and offer our support for the Presidential Early Learning Plan. Our work of preparing early childhood teachers and leaders for the target programs makes our members natural collaborators in this important initiative and we offer our partnership, expertise, and nation-wide presence to support the President's agenda.

The Early Childhood Education knowledge base tells us young children benefit most from programs that support all domains of development, are mindful of children's strengths and responsive to their needs, provide interesting and meaningful curriculum, and enable children to explore and experiment in a prepared learning environment. Children benefit most from programs staffed by skilled teachers who are equipped with specialized knowledge and expertise.

We recognize the importance of aligning funded programs with high standards and agree that programs must be accountable for providing high quality services, but we have too often seen these ideas translated into programs that focus narrowly on academics, to the detriment of children's intellectual, physical, social, and emotional development.

The President's Early Learning Council has been entrusted with ensuring that the President's agenda will be implemented by expanding federally funded research-based programs based on accepted principles of child development and learning. Our organizations are in a unique position to assist the Council in accomplishing its goals: to collect and disseminate the most valid and up-to-date research on early learning, and to highlight best practices and model programs.

We look forward to contributing to the comprehensive work ahead. Sara Davis, President of NAECTE has agreed to coordinate the efforts of the Alliance of Early Childhood Teacher Educators to ensure our quick response to the needs of the Council. She can be reached at [president@naecte.org](mailto:president@naecte.org).



## Advocacy Committee Update

**The NAECTE Advocacy Committee will hold a brief meeting during the NAECTE Conference on June 10, 2013 in San Francisco from 10:30 – 11:20 at Roundtable #1.**

Will use this to meeting to do the following:

- Review progress on the four tasks on which we agreed to focus our efforts in our meeting in Atlanta in November. Consider next steps for these tasks and consider other initiatives.
- Increase membership on the Advocacy Committee.

### **The Four Tasks**

Task 1: Highlighting Highly Effective Early Childhood Teacher Preparation Programs

Task 2: Establish NAECTE as source of expert knowledge on Early Childhood Teacher Education

Task 3: Revision and distribution of the Position Statement on Early Childhood Certification for Teachers of Children 8 Years Old and Younger in Public School Settings

Task 4: Conduct and/or support others in research on the impact of teachers with specialized training and licensure in ECE on children and families

The Advocacy Committee has committed to some daunting tasks and the more talent we can gather together the better! *So please consider joining us and invite others who may be interested to do so as well.*

## *New ResearchNet*

### *Online Teaching and Learning in Teacher Education*



*“The purpose of establishing this ResearchNet is to engage in collaborative research projects...”*

Recently the new ResearchNet: Online Teaching and Learning in Teacher Education has been launched by five NAECTE members who have been actively involved in online teaching at higher education institutions. The purpose of establishing this ResearchNet is to engage in collaborative research projects to study and disseminate current issues, challenges, and advancements regarding online education for teacher preparation programs in the U.S. and foreign countries. The purpose is four fold. First, the Online Teaching and Learning Research Net will engage in relevant research activities, share the findings, and apply the implication of the findings in online teaching and learning. Second, it will provide global and diverse perspectives to professionals about how online education may affect teacher candidates in acquisition, application, and assessment of knowledge, skills, and

disposition. Third, we will share theoretically grounded and applicable practices regarding online education with emphasis on early childhood and elementary teacher preparation. Fourth, the researchnet will be an excellent foundation for further research in the field, which is limited on this topic. The Online Teaching and Learning in Teacher Education ResearchNet will provide opportunities for multiple scholars with diverse perspectives to disseminate their research results and opinions, and investigate or propose best practices for online teaching in early childhood and elementary education to provide insights for higher education institutions and the NAECTE members.

Please contact the Chair of ResearchNet: Online Teaching and Learning in Teacher Education, Dong Hwa Choi, Ph. D (Associate Professor at Park University, Kansas City, MO) for more information. Her email is [dong.choi@park.edu](mailto:dong.choi@park.edu)



In local Portland, Oregon news, Lynda Darling-Hammond came to keynote the Children's Institute (<http://www.childinst.org/>) at the "10 Years of Championing Early Education" business luncheon. The focus of the event was the Early Works Project (<http://early-works.org/>), a project to model linking early learning centers in neighborhood elementary schools and reaching the children at most risk. There is a free video section of Darling-Hammond's keynote with powerful ideas for the Pacific Northwest. A few activities and support networks in Region

## Region 10 News

10: The very successful Infant and Early Childhood Conference took place in Tacoma, Washington in early May. Learn more about their annual conferences at <http://ieccwa.org/about.html>. The Portland State University's Early Head Start and Infant/Toddler Conference is registering for the July 29-31 conference at <http://www.pdx.edu/ceed/early-head-start-and-infant-toddler-conference>. As well, Alaska has this great resource called Thread: Connecting Early Care and Education to Alaska. On August 15 they are hosting an annual book party in the park (<http://threadalaska.org/>).

Hands-On Hong Kong is supporting the The Hong Kong Council of Early Childhood Education and Services (CECES) (<http://handsonhongkong.org/en/program/ceces>). Lastly, Eye on Early Year's Education Ontario Network has a list of upcoming conferences at their website <http://eyeonkids.ca/>. There are so many resources and these are only a small and unstructured listing of activities happening around our region. Let's hope our members find them useful and intriguing. Cheers, Will Parnell

## New York State News

New York State Association of Early Childhood Teacher Educators held their annual conference on April 4. Two doctoral students gave presentations highlighting their dissertation work and the keynote address was presented by Dr. Beverly Falk, City College – CUNY. Doris Fromberg and Patricia Vardin gave a brief talk on the opportunity to support the school administrator's preparation in early childhood education. As one of the developers, Beverly spoke about the edTPA and its value to students and to teacher education. At the end of the day the Board held its annual Membership Meeting and sponsored a discussion about New York State certification and strategies to encourage the state to require more coursework and field work to strengthen the aptitude of teachers who seek a second certification in early childhood education (Birth to Grade Two). The NYSACTE also launched a website in April, 2013: [www.nysaecte.org](http://www.nysaecte.org)

- Sherry M. Cleary

