



Resources for Preparing and Supporting Teachers: Innovative Approaches

NAEYC position statements and standards

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www.naeyc.org/files/naeyc/file/positions/psconf98.pdf

NAEYC. 2004. "Code of Ethical Conduct and Statement of Commitment: Supplement for Adult Educators." Position statement. www.naeyc.org/files/naeyc/file/positions/ethics04.pdf

NAEYC. 2005. "Code of Ethical Conduct and Statement of Commitment." Position statement. www.naeyc.org/files/naeyc/file/positions/pseth05.pdf

NAEYC. 2006. "Code of Ethical Conduct and Statement of Commitment: Supplement for Early Childhood Program Administrators." Position statement. www.naeyc.org/files/naeyc/file/positions/pseth05_supp.pdf

NAEYC. 2007. *NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education*. Washington, DC: Author.

NAEYC. 2009. "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8." Position statement. www.naeyc.org/files/naeyc/file/positions/psdap.pdf

NAEYC. 2009. "NAEYC Standards for Early Childhood Professional Preparation Programs." Position statement. www.naeyc.org/positionstatements/ppp

NAEYC. 2009. "Where We Stand on Standards for Programs to Prepare Early Childhood Professionals." Position statement. www.naeyc.org/files/naeyc/file/positions/programstandards.pdf

NAEYC & Association of Teacher Educators. 1991. "Early Childhood Teacher Certification." Position statement. www.naeyc.org/positionstatements/psassocofteachereducators

NAEYC Training Resources and Conferences

Early Childhood Professionals section of NAEYC's website provides a variety of training resources for improving professional practice. The site includes resources to help early childhood adult educators conduct sessions on understanding and using NAEYC's *Code of Ethical Conduct and Statement of Commitment*. It also includes links to self-paced online training about developmentally appropriate practice, for which early childhood educators can earn continuing education units. www.naeyc.org/ecp

Foundations for Excellence in Early Childhood Education. 2008. Prod. NAEYC. DVD (4 hours). Available from NAEYC.

NAEYC Annual Conference and Expo, held in November, is a huge professional development event that presents the latest research and effective practices and programs. Early childhood professionals participate in sessions covering a broad range of topics and network with other professionals. For information, visit www.naeyc.org/conference.

NAEYC's National Institute for Early Childhood Professional Development, held in June, is designed for teacher educators, program administrators, and others who provide professional preparation and ongoing professional development experiences for the early childhood workforce. For information, visit www.naeyc.org/institute.

NAEYC journals and magazines

Early Childhood Research Quarterly (ECRQ) publishes articles about critical issues in practice, programs, and policy, meeting the highest standards of scholarly and practical significance. www.naeyc.org/publications/ecrq

Teaching Young Children (TYC) is NAEYC's practical magazine for preschool educators. Focusing on children 3 to 5 years, it offers research-based teaching ideas, strategies, step-by-step activities, and practical tips. *TYC* is available in Spanish as *Tesoros y Colores*. www.naeyc.org/tyc

NEXT for TYC is an online professional development guide offering training outlines early childhood adult educators can use to build on the content of *TYC*. www.naeyc.org/tyc/next

Voices of Practitioners: Teacher Research in Early Childhood Education is NAEYC's online publication of articles on the research of early childhood teachers engaged in the systematic study of their own practice. An overview explains teacher research; a section for teacher educators highlights strategies for incorporating teacher research into

professional preparation programs; and a third section offers an annotated list of teacher research initiatives nationwide. www.naeyc.org/publications/vop

Young Children, NAEYC's bimonthly, peer-reviewed, research-based professional journal, focuses on teaching children from birth to age 8. Issues devote special attention to a current topic and offer general articles and several columns. Many articles and all columns are available online.

www.naeyc.org/yc
NEXT for Young Children is an NAEYC professional development online re-source suggesting ways to build on the content of select *Young Children* articles. Useful for teacher educators, staff development specialists, center directors, principals, and individuals, it is presently available to all.

www.naeyc.org/yc/next

Young Children articles and NAEYC publications

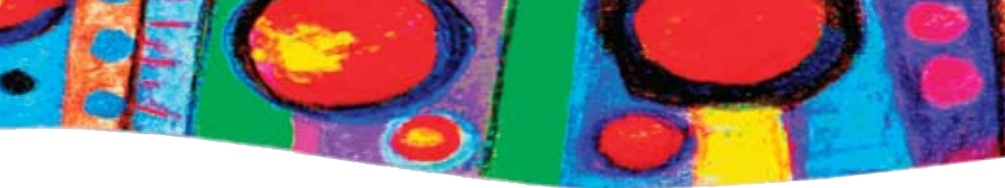
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Epstein, A.S. 2007. *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, DC: NAEYC.

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Licensure, Advanced, and Associate Degree Programs. Washington, DC: NAEYC.

Jones, E. 2007. *Teaching Adults Revisited: Active Learning for Early Childhood Educators*. Washington, DC: NAEYC.

LeMoine, S. 2008. *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*. Washington, DC: NAEYC. www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf

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McGuire, M.A., C. Simpson, & L.N. Duke. 2009. "PREPARE: Supporting student presentations and participation at professional conferences." *Young Children* 64 (3): 58–61.

Mickel, J., & J. Griffin. 2007. "Inclusion and Disability Awareness Training for Educators in the Kids Like You, Kids Like Me Program." *Young Children* 62 (4): 42–45. www.naeyc.org/yc/pastissues/2007/july

NAEYC. 2004. "E-Learning for Educators." Special issue. *Young Children* 59 (3).

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Priest, C. 2010. "The Benefits of Developing a Professional Portfolio." *Young Children* 65 (1): 92–96.

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Early Childhood Education Professional Development Training and Technical Assistance Glossary

NAEYC and the **National Association of Child Care Resource and Referral Agencies** (NACCRRA) announce the release of the jointly developed "Early Childhood Education Professional Development Training and Technical Assistance Glossary," available online at www.naeyc.org/GlossaryTraining_TA.pdf.

NACCRRA partnered with NAEYC to develop national definitions for training and technical assistance. In addition to input from focus groups and sessions, the glossary development process included multiple rounds of feedback from state policy makers and professional development leaders from 44 states and the District of Columbia, and 16 national early childhood organization and federal agency partners. Details about the development process are in Appendix B of the glossary.

The glossary comprises definitions that convey what NAEYC and NACCRRA believe to be the current best-practice ideals for training and technical assistance. It begins with contextual definitions that provide a broad overview of professional development. The glossary then defines the specific professional development methods of training and technical assistance—including

mentoring, coaching, consultation, advising, and peer-to-peer technical assistance.

The definitions were developed for those who provide professional development, state policy makers, early education advocates, and program administrators working to connect professional development activities and initiatives into an integrated system. The glossary is intended to serve as a guide for states to adapt and adjust as needed to meet their specific needs in clarifying professional development roles and policies; assisting with determining and supporting the knowledge and capabilities of those providing professional development; and in data efforts to count and track all types of professional development. These definitions are also designed to provide common understandings, or starting points, for research and national or cross-state discussions.

Additionally, NAEYC and the **Alliance of Early Childhood Teacher Educators** (a collaborative effort of the National Association of Early Childhood Teacher Educators and ACCESS—American Associate Degree Early Childhood Educators) are developing national education-related definitions as a companion to the new training and technical assistance glossary.



Other resources

Caruso, J.J., with M.T. Fawcett. 2011. *Supervision in Early Childhood Education: A Developmental Perspective*. St. Paul, MN: Redleaf.

Classroom Moments: Video Clips to Enhance Early Childhood Observation and Training. 2007. Prod. Devereux Early Childhood Initiative and Video Active Productions. DVD (40 min.). Available from NAEYC.

Meier, D., & B. Henderson. 2007. *Learning from Young Children in the Classroom: The Art and Science of Teacher Research*. New York: Teachers College Press.

Mizell, H. 2010. *Why Professional Development Matters*. Oxford, OH: Learning Forward. www.learningforward.org/advancing/Why_PD_Matters_Web.pdf

National Child Care Information and Technical Assistance Center. 2009. *Child Care Workforce Qualifications, Training, and Professional Development*. Fairfax, VA: Author. <http://nccic.acf.hhs.gov/files/resources/workforcequals.pdf>

Neuman, S.B., & M.L. Kamil. 2011. *Preparing Teachers for the Early Childhood Classroom: Proven Models and Key Principles*. St. Paul, MN: Redleaf.

Websites

The Center for Teaching Quality. This site promotes teacher leadership as a means to improve student learning. It offers a variety of resources, including information about teacher working conditions and the report *Effective Teachers and Performance Pay*. <http://teachingquality.org/index.php>

Children, Youth and Families Education and Research Network (CYFERnet). This site provides educators with research-based strategies for working with children and families, and opportunities to interact with other professionals and experts via online communities, webinars, and blogs. www.cyfernet.org

Council for Professional Recognition. This organization, which administers the Child Development Associate (CDA) National Credentialing Program, provides resources for CDA preparation as well as other professional development opportunities and materials. www.cdacouncil.org

Early Childhood Educator Professional Development Program. This US Department of Education website offers professional development programs for improving the knowledge and skills of early childhood educators who work in communities with high levels of poverty and teach children of families with low incomes. <http://www2.ed.gov/programs/eceeducator/index.html>

Early Childhood Learning and Knowledge Center. The Office of Head Start offers lists of professional development opportunities, tools and resources, information about professional organizations, and links to other websites for early childhood educators.

<http://eclkc.ohs.acf.hhs.gov/hslc/resources/Professional%20Development>

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New from NAEYC . . .

Big Body Play

Why Boisterous, Vigorous, and Very Physical Play Is Essential to Children's Development and Learning

Frances M. Carlson

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