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ABSTRACT

Based on the view that a well-prepared teacher is one of the keys to young children's successful learning and development in early childhood settings, this book examines the nature and content of current early childhood professional preparation programs at the preservice level, describes high quality early childhood professional preparation, and examines the future for professional preparation at the baccalaureate level in early childhood education. The introduction, by Diane Horm-Wingerd, Marilou Hyson, and Naomi Karp, details the background for this book and identifies essentials for excellence in early childhood teacher preparation. The chapters are: (1) "The State of the Art in Early Childhood Professional Preparation" (Joan P. Isenberg); (2) "Preparing Early Childhood Professionals To Work with Families" (Douglas R. Powell); (3) "Preparing Early Childhood Educators To Work with Children Who Have Exceptional Needs" (Patricia Miller, Lora Fader, and Lisbeth J. Vincent); (4) "The Preparation of Early Childhood Education Teachers To Serve English Language Learners" (Millicen T. Kushner and Alba A. Ortiz); and (5) "Career Pathways in Ohio's Early Childhood Professional Community: Linking Systems of Preparation Inside and Outside of Higher Education" (Rebecca Kantor, David E. Fernie, James A. Scott, Jr., and Marce Verzaro-O'Brien). Each of the chapters considers pertinent issues, describes exemplary models, discusses barriers and how they have been overcome, makes recommendations for progress over the next 5 years, and examines future research directions and implications for policy and practice. Each chapter contains references. (KB)

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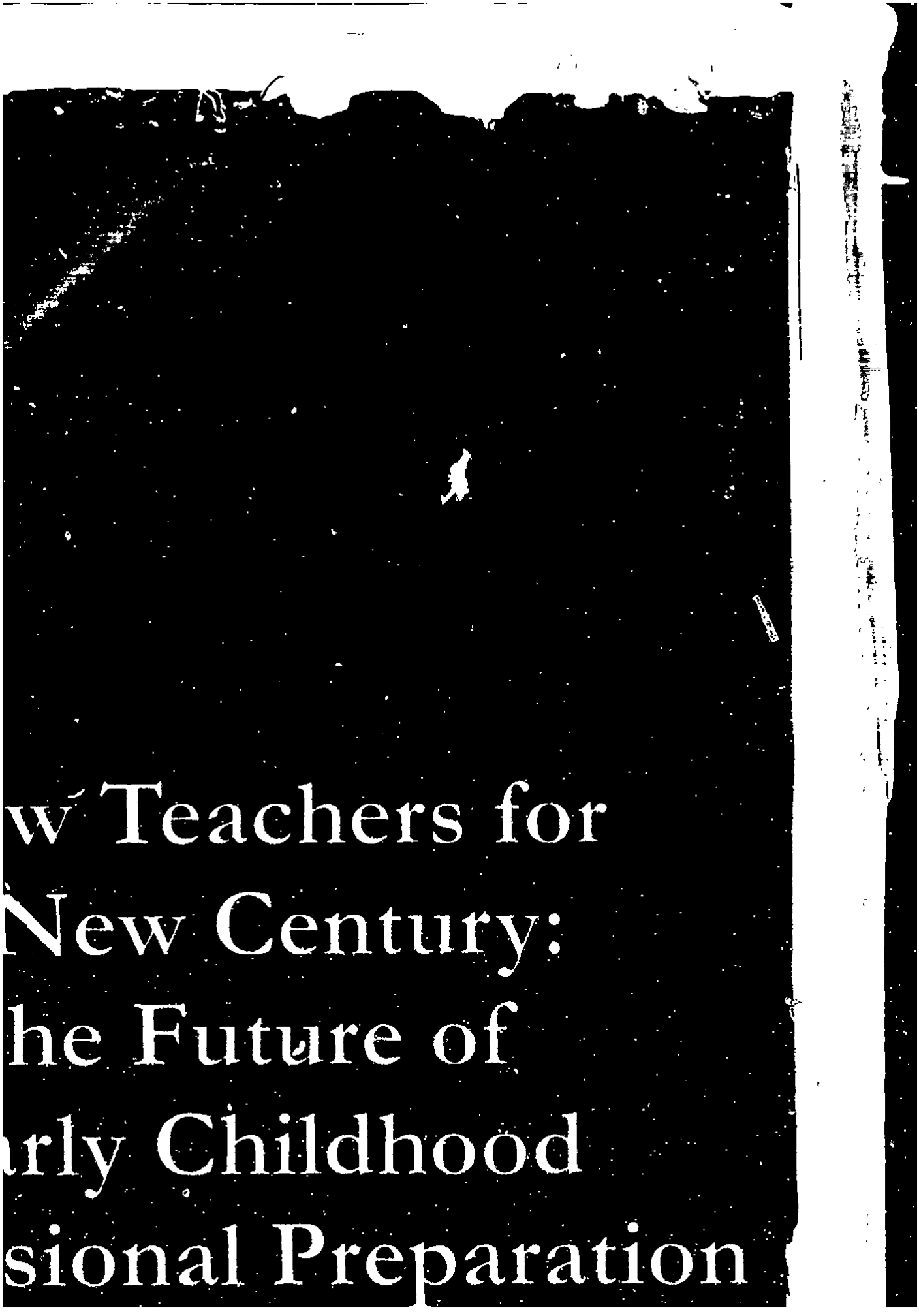
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March 2000

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Acknowledgments

We know that next to families, a well-prepared teacher is a key ingredient in young children's successful learning and development. *New Teachers for a New Century: The Future of Early Childhood Professional Preparation* brings together for the first time, under one cover, what we know and what we need to know about the state of early childhood, university-level teacher preparation in the United States today.

When it exists, detailed information about early childhood professional development usually is located in disparate publications and is described through a narrow lens. Too frequently, professional preparation programs also may be isolated from other relevant disciplines and taught within a specific discipline's narrow boundaries. Therefore, one purpose of this book is to provide the early childhood community with a broad picture of what students in early childhood professional preparation programs actually may or may not experience during their academic training. A second purpose was to assess how well those experiences may fit with emerging needs and challenges to the early childhood field, and to develop recommendations for both research and professional practice.

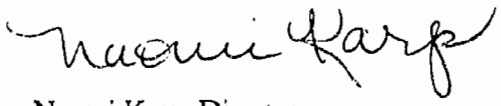
It is hoped that this compilation of knowledge will be used in university schools of education and in the departments that prepare early childhood educators as an impetus for discussions and actions on how to improve their professional preparation programs. We also hope that policymakers will use this information when making decisions that affect young children and the adults who support their learning and development. Lastly, we hope that this publication will help create a rigorous research agenda that will improve early childhood professional development and actual classroom practice and, in so doing, will increase the chances that all young children will be successful.

This book would not have been possible without the dedication of many people. Through their efforts, Joan P. Isenberg (chapter 1), Douglas R. Powell (chapter 2), Patricia Miller, Lora Fader, and Lisbeth J. Vincent (chapter 3), Millicent I. Kushner and Alba A. Ortiz (chapter 4), and Rebecca Kantor, David E. Fernie, James A. Scott, Jr. and Marce Verzaro-O'Brien (chapter 5) have blazed new paths. Locating, synthesizing, and translating the information contained in this book was a task they will probably not soon forget.

A second group deserving of recognition includes all those who reviewed the drafts of the chapters. In particular, Sue Bredekamp, who read every word in every chapter and made invaluable recommendations. Additionally, Josue Cruz, Lynn Kagan, Patricia Miller, Amos Hatch, Libby Doggett, and Stuart Reifel and his students at the University of Texas at Austin all made significant contributions to the drafts.

Last, but in no way least, an enormous debt of gratitude is owed to the editors, Diane Horm-Wingerd and Marilou Hyson. Without their unswerving dedication to the task, incredible perseverance, and

strict adherence to the very highest standards of excellence, we would not have this high-quality publication. This was truly a labor of love that went far beyond the boundaries of their fellowship responsibilities. Their true rewards will come as improvements in early childhood professional development become evident to all of us who care about the futures of young children.



Naomi Karp, Director
National Institute on Early Childhood
Development and Education
U.S. Department of Education

Introduction

Diane Horm-Wingerd
Marilou Hyson
Naomi Karp

New Teachers for a New Century: The Future of Early Childhood Professional Preparation was designed to fulfill three purposes: (a) to examine the nature and content of current early childhood professional preparation programs at the pre-service level, (b) to provide a comprehensive description of what constitutes high quality early childhood professional preparation, and most important, (c) to drive professional discussion concerning the future of professional preparation at the baccalaureate level in early childhood education. The chapters that follow all provide critiques of contemporary practice and offer challenges for the field in preparing the next generation of early childhood educators.

History of the Volume

In late 1996, there was growing national concern over low fourth-grade reading scores on the National Assessment of Educational Progress (NAEP), and many perceived there to be a general decline in education in the United States. In response, President Bill Clinton announced a new education priority, "Promoting Excellence and Accountability in Teaching." The aim of the initiative was, and continues to be, to ensure that a qualified and competent teacher leads every classroom in America. Secretary Richard W. Riley asked each part of the U.S. Department of Education to set aside resources to help states and communities meet the challenge of having a talented, dedicated, and well-prepared teacher in every classroom. The focus of the Department's activities was on improving teacher quality, practices, preparation, and qualifications (U.S. Department of Education, 1999). In an effort to highlight the status of early childhood education, the Department's National Institute on Early Childhood Development and Education commissioned a set of five papers to examine the professional preparation of bachelor's-level early childhood educators.

As originally conceived, the papers were to cover the following topics: (a) a state-of-the-art overview of the preparation of early childhood educators; (b) a review of how early childhood educators learn to work with families; (c) a review of how early childhood educators learn to work

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with children with disabilities; (d) a review of how early childhood educators learn to work with children whose families' primary language is not English; and (e) a case study of how one state restructured its early childhood certification and the resulting impact on the teacher preparation programs in the state's institutions of higher education. Thus, the set of papers was to provide a comprehensive view of contemporary early childhood professional preparation at the baccalaureate level. Additionally, the Early Childhood Institute directed the authors to discuss current barriers and future research directions and implications for policy and practice.

Although the papers were originally commissioned for use by the U.S. Department of Education's Professional Development Working Group in the development of strategies for carrying out the Department's initiatives, it was acknowledged that the information contained in the papers could be helpful to the larger field. Thus, the idea for a special publication was born. The large and enthusiastic audience that attended a seminar devoted to a discussion of the draft chapters at the 1998 meeting of the National Association for the Education of Young Children in Toronto confirmed the need for such a publication in the field.

Importance of the Volume

The "statement of work" that directed the authors' efforts contained two statements that articulated the need for the commissioned papers. The first, noted by Spodek and Saracho in 1990, is that "Early childhood education practitioners as a whole are less well-educated and less well-prepared for their teaching tasks, yet early childhood teachers may have an even greater influence on their pupils than do teachers at any other level" (p. viii). Research findings from the last decade confirm and amplify the impact that early childhood practitioners have on young children. For example, the National Institute of Child Health and Human Development Study (NICHD Early Child Care Research Network, 1997) found that the quality of provider-child interaction was related to better cognitive and language development and to more positive mother-child interactions across the first 3 years. Specifically, more positive caregiving and language stimulation provided by the early childhood teacher were related to children's better performance on cognitive and language assessments at ages 15, 24, and 36 months. Additionally, recent findings from the Cost, Quality, and Outcomes Study (Cost, Quality, and Outcomes Study Team, 1999) demonstrate that high quality early childhood programs are linked with later school success and positive socioemotional development, with greater impacts on children whose mothers have low education levels and who are typically considered to be "at-risk." Thus, a growing body of research findings, based on robust and large-scale studies, confirms that teacher competence and quality are the key factors in producing the types of high quality early childhood settings that facilitate development and learning from birth through the primary years. However, as noted by Bredekamp in the second important quote from the statement of work that drove this volume (Bredekamp, 1996), early childhood teacher preparation lacks a research base documenting the effectiveness of various approaches in producing highly skilled practitioners. Thus, although research documents the critical impact of highly skilled early childhood teachers on children's developmental outcomes, the field currently lacks a research base to guide and inform the preparation of these needed practitioners.

In addition to the research cited above, several concurrent developments since 1997 have highlighted the importance of early childhood education and the need for well-qualified early childhood teachers. Three events—a federal literacy initiative, the release of a national report on prevention of reading difficulties, and the increased attention to early brain development—have further spotlighted the country's need for well-prepared professionals to serve young children.

Federal Literacy Initiative

In his 1997 State of the Union address, President Clinton challenged the American people to make a commitment to ensuring that every child would be able to read well and independently by the end of third grade. The country as whole became fully conscious of how vitally important it is for every child to be able to read. Both in-school and community-volunteer literacy efforts came into the policy, research, and professional development spotlights. The federal literacy initiative emphasizes that learning to read begins the day a child is born. The initiative encourages families and early childhood educators to read and sing to young children, play words games with them, and engage them in other ways to stimulate language development. Since the America Reads Challenge began in 1997, religious organizations, libraries, college Federal Work-Study Program students, service organizations, educators, and other professional organizations have joined the effort to make sure that children under 9 years of age will learn to read (U.S. Department of Education, 1999). Thus, the need for well-prepared classroom teachers has become even more important if we are to build a generation of readers.

Release of National Research Council Report

In 1998, the National Research Council (NRC) released a report, funded by the U.S. Departments of Education and Health and Human Services, *Preventing Reading Difficulties in Young Children.* It contains a synthesis of key reading research findings and lays out a set of strategies for educators, families, policymakers, and others to use to ensure that all children will be able to read. The report (Snow, Burns, & Griffin, 1998) highlights the fact that many preschool programs neglect young children's language and literacy development, too frequently resulting in later difficulties in learning to read.

Perhaps the most important finding of the NRC report is that sound teacher preparation is the key to preventing reading difficulties in young children (Snow, Burns, & Griffin, 1998). In order for this key to open the reading door for young children, teachers have to understand a great deal about child development, how children learn, and what they can do. Too frequently, teachers enter the classroom without this knowledge. This lack of appropriate preparation is especially evident in early childhood classrooms, according to the NRC report.

The report documents in detail how colleges fall short in providing early childhood education students with the requisite skills and knowledge needed to nurture and strengthen young children's language, literacy, and reading competencies. It also makes recommendations for what a strong early childhood professional development program should include. The early childhood professional development community is beginning to heed the messages contained in the NRC report. For example, the 1998 Head Start reauthorization contains language regarding enhanced professional preparation for lead teachers and specifies the kinds of knowledge young children should have concerning letters, letter sounds, and other literacy skills. In addition, the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) have prepared a well-received paper that describes what young children should experience if they are to develop strong language, literacy, and reading competencies (IRA & NAEYC, 1998).

Increased Influence of Brain Development Research

A third development that has had an impact on early childhood education and professional development is the growing amount of attention being paid to neuroscience research findings related to early brain development. We know through advanced technology and imaging devices how vision develops in the first few months of life. We also know how important it is to talk and to listen to young children. Research has documented how a child's exposure to language builds brain connections and meanings, literally beginning as soon as a baby is born (Gopnik, Meltzoff, & Kuhl, 1999). Kuhl and her colleagues believe that most of what babies learn comes from the language-sound system they have developed. Research related to home language experiences, vocabulary development, and later school success provides indirect support for Kuhl's findings (Risley & Hart, 1995).

Governors and other policymakers, families, educators, and others concerned with the well being of young children are realizing that the earliest experiences do influence early learning and development. As a result, policies and programs for young children and the adults who provide early education and care are under scrutiny in order to ensure that development and learning will be optimized in the early years.

Content of Volume

As outlined above, five authors, each focusing on a different aspect of professional preparation, were commissioned to review and present critical issues in the preparation of early childhood teachers. Specifically, the authors were asked to address the following questions for their topic area:

- What are the pertinent issues?
- Where are there exemplary models?
- What are the barriers?
- How have barriers been overcome?
- Where should we be in the next 5 years?
- What are future research directions and implications for policy and practice?

Joan P. Isenberg of George Mason University provides an overview of the current preparation of early childhood professionals in her chapter, "The State of the Art in Early Childhood Professional Preparation." Isenberg describes the current state of early childhood professional preparation in initial licensure programs that offer baccalaureate or graduate degrees in early childhood education, with emphasis on the challenges of adequately preparing beginning early childhood teachers. Isenberg argues that initial professional preparation requires rigorous and relevant coursework and field experiences appropriate for the contemporary realities of teaching. She notes that: "For early childhood educators these realities include teaching children from diverse backgrounds, addressing children's individual abilities, working in partnership with children's families, participating as members of interdisciplinary teams, having deep knowledge of the content they teach, and being able to articulate why they teach as they do" (p. 17). In addition to this demanding content, Isenberg notes the additional challenge of preparing beginning teachers for the multiple roles and settings involved in early childhood careers. Early childhood educators work in varied settings that include child care centers, public and private schools through grade 3, prekindergartens, kindergartens, Head Start, and preschool settings. As noted by Isenberg, in these varied settings, early childhood educators must competently fulfill multiple roles, including serving as: "(a) *designers* of environments

that promote learning and success; (b) *managers* of behavior and resources that guide children's appropriate involvement in group settings; (c) *developers* of curriculum that is accessible and appropriate for each child; and (d) *counselors and advisors* to parents, families, and children who need their support and skill in finding resources that will help them" (p. 17). After discussing the myriad challenges and barriers, Isenberg turns her attention to a discussion of exemplary practices currently implemented in selected early childhood professional preparation programs. As in the chapters that follow, these exemplary practices are offered as models or examples of approaches that overcome common barriers to the effective preparation of new early childhood teachers. Last, with her eye to the next century, Isenberg discusses implications and offers recommendations for future research, policy, and practice in the field of early childhood professional preparation.

In his chapter, "Preparing Early Childhood Professionals to Work with Families," Douglas R. Powell of Purdue University starts with the observation that: "There is growing recognition in the United States that high quality early childhood programs actively work with families in support of children's development and learning" (p. 61). He notes that several factors are driving this understanding, including "research on the profound influence of families on children's developmental outcomes, sociopolitical developments that underscore the rights and responsibilities of parents, education reform movements that view parents as powerful change agents, and calls for stronger support systems within communities to enable young children to succeed in an increasingly global economy" (p. 61). In line with this growing recognition and understanding, Powell notes that early childhood personnel preparation programs are seeking effective ways to enable early childhood staff to appropriately engage families in support of children's optimal learning and development. Powell poses two questions that shape his discussion of the critical issues for the professional preparation of early childhood teachers: What knowledge and skills do early childhood professionals need for effective work with families? and How might these competencies be appropriately developed and supported? Powell addresses these questions by reviewing important research findings and discussing lessons from exemplary programs of professional preparation in early childhood education. Based on his review of the critical issues, current barriers, contemporary research, and existing promising practices, Powell concludes his chapt. by outlining future directions in policy, practice, and research that are tailored to enhancing the competence of early childhood practitioners in working with families.

Patricia Miller of East Carolina University, Lora Fader of George Mason University, and Lisbeth J. Vincent of the University of Montana contributed the chapter, "Preparing Early Childhood Educators to Work with Children Who Have Exceptional Needs." They begin by outlining the rationale for and describing the characteristics of a high quality, inclusive setting for young children. Miller, Fader, and Vincent also describe the critical characteristics of a generalist early childhood teacher who has been appropriately prepared to (a) expect to work with children and families who have many diverse needs, interests, and abilities; (b) select from recommended practices of early childhood education (ECE) and early childhood special education (ECSE) those individually needed by a child or family; (c) collaborate with other professionals and parents to provide quality services to all children; and (d) access appropriate resources and specialists to meet expanding demands within inclusive classrooms. They review contemporary approaches to the undergraduate and graduate preparation of early childhood teachers for inclusive settings, with special emphasis on the new interdisciplinary, or unified, teacher preparation programs that merge the personnel preparation standards from both ECE and ECSE. Specifically, the authors outline recommended content and practices of early childhood teacher programs that prepare professionals to work with young children who have special needs and their families. The literature regarding appropriate curriculum

for the professional development of the early childhood generalist is reviewed and discussed. Additionally, Miller, Fader, and Vincent discuss several configurations in new state licensure plans. As in the other chapters, Miller, Fader, and Vincent conclude their chapter by presenting recommendations for future directions in research, policy, and practice.

Opening with the observation that dramatic demographic changes are increasing the racial and ethnic diversity of the United States, Millicent I. Kushner and Alba A. Ortiz from the University of Texas at Austin discuss the implications for the preparation of early childhood professionals in their chapter, "The Preparation of Early Childhood Education Teachers to Serve English Language Learners." As noted by Kushner and Ortiz, while the number of culturally and linguistically diverse (CLD) children is increasing, the number of CLD teachers is decreasing. Consequently, many English language learners are taught by teachers who are monolingual English speakers and who do not have specialized training to respond to these children's diverse linguistic, cultural, and other background characteristics. Kushner and Ortiz discuss barriers that have contributed to the lack of teacher education programs specifically designed to prepare early childhood teachers to work with young English Language Learners, with a focus on kindergarten through the primary grades. They review the literature related to the preparation of teachers in early childhood education, bilingual education, and English as a second language programs to serve as the foundation for the development of competencies for early childhood teachers who work with children with limited English proficiency. Additionally, Kushner and Ortiz describe characteristics of effective preparation programs for early childhood teachers who serve English Language Learners. The authors conclude with a presentation of implications for future research and practice that are designed to enhance the competence of early childhood practitioners in working with CLD children and their families.

The fifth and final chapter, "Career Pathways in Ohio's Early Childhood Professional Community: Linking Systems of Preparation Inside and Outside of Higher Education," takes a different approach than the other four chapters. Rebecca Kantor and David E. Fernie of the Ohio State University, with their colleagues James A. Scott of the Great Lakes Head Start Quality Network and Marce Verzaro-O'Brien of the Region IV Head Start Quality Improvement Center, present a case study of how various education reform movements have impacted the preparation of early childhood teachers in Ohio. As noted by the authors, a variety of reform efforts have resulted in dramatic changes in early childhood education in Ohio. The authors describe the history that led to many Head Start, early childhood special education, and inclusive prekindergarten classrooms, all of which adhere to Head Start performance standards, being housed in Ohio's public schools. The authors also describe events that are associated with the introduction of the new early childhood classrooms in the public schools, such as the Ohio Department of Education's action to assume responsibility for the licensure of both early childhood and early childhood special education teachers. The associated changes in higher education, including the development of early childhood teacher education programs that prepare public school teachers for licensure to teach diverse students as young as age 3, are also discussed by the authors. Thus, the main goal of the Kantor et al. chapter is to describe the current state of early childhood teacher preparation programs in Ohio's higher education institutions, as these programs have taken shape over the past decade in the context of various reforms. As stated by Kantor et al., their chapter is the story of "various initiatives, events, and mandates in Ohio, which created the impetus and momentum for change related to career entry and professional development systems in early childhood education" (p. 158). The authors conclude their chapter by highlighting lessons that others may draw from the Ohio experience.

Essentials for Excellence in Early Childhood Teacher Preparation

Although the authors of the five chapters in this volume worked independently, readers will see that some consistent themes recurred across the chapters. These can be summarized as five "essentials for excellence"—five ingredients that, together, may bring early childhood professional preparation into the new century:

ESSENTIALS FOR EXCELLENCE

1. **Interdisciplinary preparation for diverse early childhood settings**
2. **A system that balances specialized preparation with realism and accessibility**
3. **Faculty with the resources needed to prepare tomorrow's professionals**
4. **Structures and processes that will support and sustain innovation**
5. **Tools to define, recognize, and assess high quality early childhood teacher preparation**

1. Interdisciplinary preparation for diverse early childhood settings

Whether their chapters address preparation to work with children who have special needs, with young English language learners, or with the families of the future, the authors consistently emphasize the need for interdisciplinary preparation with a focus on diversity. The authors agree that the changing characteristics of children and families who are served by early childhood programs, combined with expanded knowledge of effective educational strategies, demand a drastically modified approach to teacher preparation. This preparation must draw from a wider array of disciplines than in the past, including the health professions, the study of speech and language, family systems and family sociology, and the liberal arts and sciences.

As readers will see, this call goes beyond simply adding a few courses to the usual menu of offerings. Whether the model is called "interprofessional training," or whether it uses an integrated or "blended" approach to teacher preparation, the chapters' authors recommend far greater depth and sophistication in teacher candidates' knowledge and use of the tools of diverse disciplines than was recommended in the past.

Along with expansion in the content and skills needed to become an effective early childhood professional, the authors also emphasize the expanded settings, diverse professional roles, and diverse cultural, linguistic, and family contexts in which the young children of the future will be served. Again, the authors go beyond simply recommending a few more courses in diversity. Rather, the realities of tomorrow's early childhood profession will require vastly different tools with which to help all young children develop well and become successful learners.

2. *A system that balances specialized preparation with realism and accessibility*

The second "essential for excellence" is a consequence of the first. While the authors acknowledge the expanded knowledge and skills required of the new century's new teachers, they also acknowledge the challenges of "doing it all." Although they may not agree on the remedies, the authors all recognize the difficulty of preparing excellent professionals in a 4-year undergraduate program. This difficulty faces all teacher preparation programs. However, the problems may be greater in the early childhood field, because of the more varied settings in which young children are served, the complexity and interrelated nature of their developmental and educational needs, and the importance of the early years of life for later school success.

These are difficult issues, and the authors have more questions than answers. Should all early childhood teachers be fully trained specialists in early intervention, special education, bilingual education, family support, or other areas essential to positive outcomes for the children of the next century? Or should these teachers be generalists, relying more on their skills in identifying professional resources and collaborating with specialists in these fields? But is that a realistic option in settings where resources are limited? And, if resources are indeed limited, is the solution an overly ambitious initial preparation program? Rather, as the chapters' authors suggest, solutions may lie in new preparation models, including graduate-level programs, unified or blended programs, partnerships with schools and agencies, or other innovative structures.

Whatever the form of these new preparation programs, several authors describe difficult issues of accessibility. As the field's expectations for adequate professional preparation increase—both in length of preparation and in depth—the early childhood field must grapple with how to ensure that all promising teacher candidates have access to these programs. Special challenges may face teacher candidates from ethnic and linguistic minorities, including those who live in poverty and who may lack financial or educational supports for their own higher education. Yet these candidates are exactly those whose presence is most needed in future classrooms.

3. *Faculty with the resources needed to prepare tomorrow's professionals*

The authors recognize that future early childhood preparation programs will only be excellent if the faculty are excellent. Building faculty capacity and "retooling" faculty in the new knowledge and skills required for the future are recurring themes of this volume. For example, the authors describe emerging roles for faculty, roles that go beyond the comfortable academic isolation of the past. These may include closer links with schools and agencies, expanded relationships with faculty from other disciplines, co-teaching with families and community professionals, and involvement in state education policy and advocacy. Not all faculty are prepared to assume these roles. The authors recommend systematic approaches to professional development for faculty to ensure that they possess the resources needed for these tasks.

Within higher education, the authors recognize that turf issues have presented barriers to the kind of collaboration essential for excellent preparation programs. They note that, for successful innovation, faculty will need not only expanded content knowledge but also greater skills in collaboration. The authors also emphasize the need for support from administrators in higher education, so that faculty have both the time and resources to engage in the long-term transformation of early childhood teacher preparation.

4. Structures and processes that will support and sustain innovation

Continuing this theme, the authors recommend greater attention to structures and processes to support innovation in early childhood teacher preparation. Content is important, to be sure, but whether on the state level or on the level of an individual institution, successful reform does not occur without a sound foundation to support and maintain that change. Especially when reading the authors' descriptions of exemplary teacher preparation programs and initiatives, readers of this volume will be struck by the importance of supportive structures and processes. Over and over, these chapters show that collaboration across individuals, departments, settings, and professional groups is essential.

Within the collaborative process, the authors give special attention to the value of personal relationships established and extended over time. Ohio's case study, in particular, exemplifies the role of these relationships in long-term, comprehensive reform of teacher preparation. A challenge for early childhood leaders and for institutions is to create the conditions that make these relationships possible.

5. Tools to define, recognize, and assess high quality early childhood teacher preparation

The authors agree that the early childhood field lacks consistently applied definitions and standards of excellence in teacher preparation. Inconsistency in criteria for teacher licensure across states is the most frequently mentioned, but not the only barrier. Although NAEYC has developed guidelines for initial baccalaureate and advanced programs, for a variety of reasons higher education institutions do not use the guidelines consistently. Further, although the NAEYC guidelines are intended to align with other standards, such as those of the National Council for the Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS), the early childhood profession does not always see the relationships among these sets of standards. The existence of specialized standards, such as those for special educators, bilingual educators, and other groups of practitioners, further complicates this picture.

The challenge of identifying excellence is no easier when one moves from the field as a whole to specific preparation programs. As Joan Isenberg notes in her overview chapter, the early childhood field lacks a consistent framework to identify truly "exemplary" programs that prepare early childhood teachers. Because not all institutions participate in NCATE, many programs never engage in the NAEYC program approval process. Lacking these or other objective criteria, the chapters' authors relied on personal communications and, in some cases, on informal surveys to find examples of outstanding approaches to early childhood teacher preparation. They and others in the field wish that a more reliable system were available to identify these programs and to share their characteristics with colleagues.

With one voice, the authors also acknowledge the lack of well-designed research not just to document the characteristics of good programs, or attitudes toward new programs, but to identify the impact of these programs on teachers' practices and on children's learning and development. Despite repeated calls for this kind of research, it is still absent. As several authors note, ideology rather than data has driven enthusiasm for new approaches to early childhood teacher preparation. The early childhood field needs enhanced professional training, commitments, and resources in

order to mount a research program that will answer questions about the relative effectiveness of differing models of professional preparation for different groups of teachers and young children.

Beyond the Scope of This Volume: Other Issues and Challenges

Besides attending to these five essentials, several other issues that were somewhat beyond the scope of the authors' charge should be considered as we contemplate future directions for early childhood teacher preparation:

1. Placing baccalaureate preparation within the broader context of early childhood professional development

The chapters' authors were asked to limit their discussion to undergraduate or initial master's preparation of early childhood teachers. However, they and others recognize that this kind of preparation is but a small part of a broader system of early childhood professional development and an even smaller part of a wider sociopolitical context. As mentioned by several authors, the early childhood field needs stronger integration and articulation of preparation across settings, including community-based training, 2-year programs, 4- and 5-year programs, and post-baccalaureate or master's programs. Furthermore, the entire field is situated within political, economic, regulatory, and ideological frameworks that both constrain innovation and, at times, create opportunities for innovation. Although some of this volume's authors do comment on these issues, an even broader understanding of these contexts is essential in the early childhood preparation arena.

2. Connecting the standards movement and standards-based reform to early childhood professional preparation

Again, this volume has not been able to give the whole standards movement the attention it should receive. Although many early childhood educators are prepared to work in nonpublic school programs, where the standards movement has not yet had a major impact, many others—who will work in public school settings—are ill-prepared to understand, thoughtfully critique, and implement standards-based curriculum and assessment practices in developmentally appropriate ways. Whatever their work setting, all of these teacher candidates need extensive knowledge and skills related to the development and application of high standards for young children's learning. In part because early childhood programs are housed in such a variety of higher education departments, future teachers today receive very different levels of information and insight into standards-related issues.

3. Moving toward performance assessment in early childhood professional preparation

NAEYC is substantially revising its Guidelines for the Preparation of Early Childhood Professionals. Although the overall emphasis will be consistent with the Association's past guidelines, the revised standards will reflect current issues and new research in the field of early care and education.

As compared with the current guidelines, the revised NAEYC standards will place much greater emphasis on assessment of teacher candidates' performance, including their knowledge base and

their demonstrated teaching skills. This move toward using actual performance—rather than simply credits taken and requirements met—in evaluating new teachers' competence is consistent with the transition to a performance-based accreditation system by the National Council for the Accreditation of Teacher Education (NCATE). It is also consistent with broader changes in the fields of teacher education and assessment, as well as with NAEYC's longstanding, parallel commitment to use ongoing, "authentic" approaches to assessing learning in early childhood.

NAEYC's process of standards revision is comprehensive and multilayered. Using expertise from NAEYC's Professional Development Panel and from the wider early childhood community, drafts of the revised standards are reviewed at the NAEYC annual conferences and submitted to the NAEYC Governing Board. NCATE's Specialty Area Studies Board then reviews the standards. The final NCATE-approved standards will be presented at the 2001 annual conference.

NAEYC will encourage institutions preparing early childhood professionals to participate in NAEYC conference sessions to discuss the new, performance-based approach. Institutions participating in NCATE (and others if they choose) will create or enhance systems of evaluating candidates' work that are consistent with the revised NAEYC standards. Many of these assessments may be embedded in course work and field experiences. Sources of evidence might include, for example, videos of candidates' teaching, with comments from peers; evidence from candidates' lesson plans; examples of children's work, illustrating the candidates' application of knowledge; and records of the candidates' professional development activities. Besides identifying these or other sources of evidence, programs will need to develop or adapt evaluation systems to assess candidates' success in meeting the NAEYC standards.

4. *Strengthening early childhood teachers' knowledge in early reading, writing, and other content domains*

Except for Isenberg's overview chapter and some discussion in the context of second language learning (Kushner & Ortiz), the other chapters do not address this need. The topics the authors were asked to discuss did not include the area of subject matter or content knowledge. However, with the publication of the National Research Council's report, *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998), and with the International Reading Association and NAEYC issuing a joint position statement on early literacy development (IRA & NAEYC, 1998), early childhood teacher preparation programs will need to rethink the kind of knowledge and skills they provide in this area and in other content domains. The National Research Council report strongly criticizes teacher education for its superficial approach to reading, and for its failure to use research-based knowledge in designing courses and field experiences. The early childhood field's historic reluctance to identify curriculum content has been a barrier to improvement, although the forthcoming report by the National Academy of Science's expert panel on early childhood pedagogy should be a useful guide to the profession.

Appreciation and an Invitation

The U.S. Department of Education appreciates the authors' stimulating discussions concerning the current state and future potential of early childhood teacher preparation. If our nation's goal is to have a talented, dedicated, and well-prepared teacher in every classroom, and if "our hope for the future surely begins by keeping a strong focus on the early years of childhood and schooling" (U.S.

Secretary of Education Richard W. Riley, Sixth Annual State of American Education Address, February 16, 1999), then we must begin the new century with a level of professional preparation that matches the potential of our country's youngest learners. Their development and future success depends upon the individuals who teach and nurture them. We invite readers of this volume to reflect upon the issues raised here and to use the book as an impetus for innovation and professional renewal.

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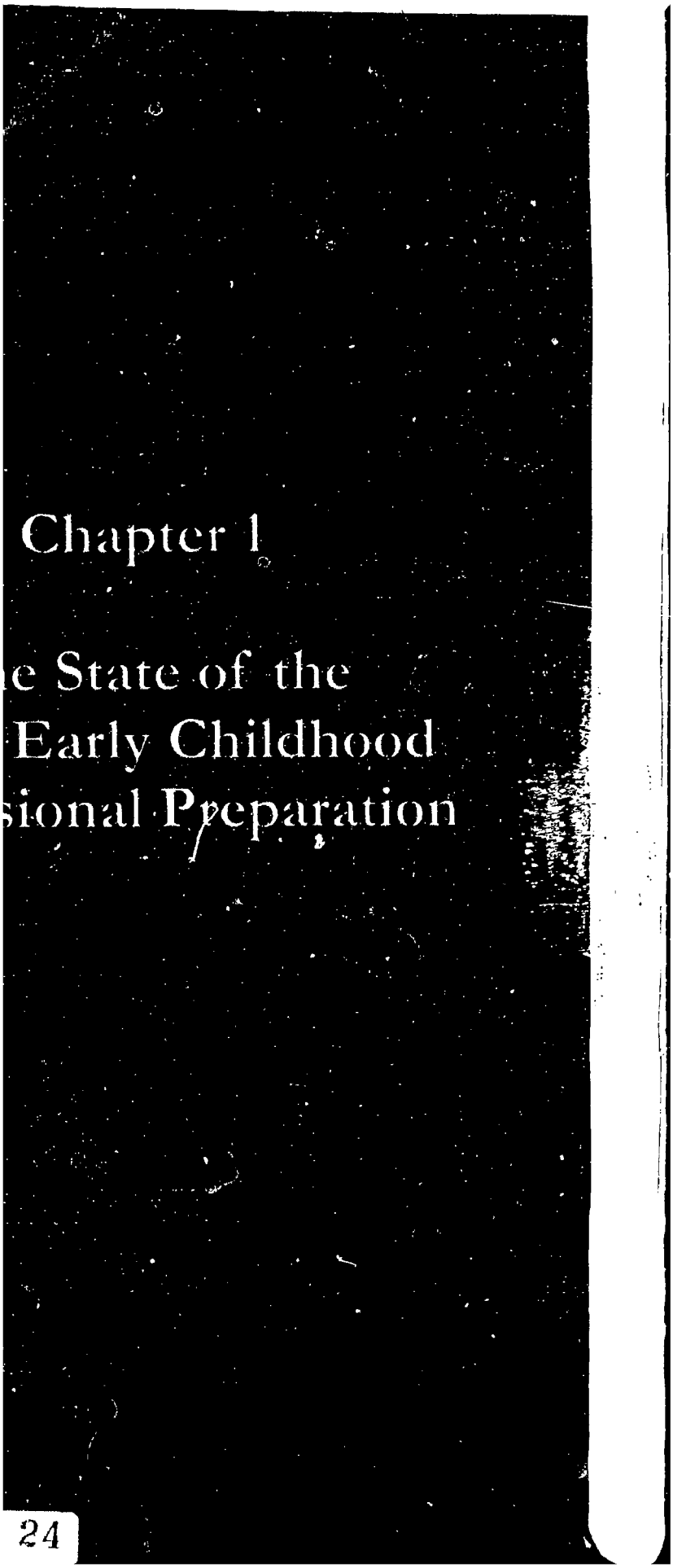
Chapter 1
e State of the
Early Childhood
sional Preparation

The State of the Art in Early Childhood Professional Preparation

Joan P. Isenberg

What early childhood teachers know and can do significantly influences children's success in school. In the wake of school reform initiatives, major changes are occurring in teacher preparation programs to best prepare teachers for a knowledge-based economy (Bredekamp, 1996; National Commission on Teaching for America's Future, 1996). Teacher quality is a major priority of the reform agenda because teachers are the crucial links between the challenging content standards and students' mastery of these standards (National Center for Education Statistics, 1999). Goal Four of the National Education Goals states that "[b]y the Year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the 21st century" (U.S. Department of Education, 1995). However, at the time of this writing, on the cusp of the year 2000, this goal has not been met in the field of early childhood education. As we learn more about the critical importance of the early childhood years, the challenge of preparing teachers for young children takes on increasing national significance.

Initial professior preparation, therefore, requires rigorous and relevant preparation for the contemporary realities of teaching. For early childhood educators these realities include teaching children from diverse backgrounds, addressing children's individual abilities, working in partnership with children's families, participating as members of interdisciplinary teams, having deep knowledge of the content they teach, and being able to articulate why they teach as they do. Prospective early childhood teachers must engage in the kinds of coursework and field experiences that help them develop both the content knowledge and pedagogical skills necessary to ensure that all children learn.

Rigorous and relevant initial preparation for early childhood educators must also address the multiple settings for which they are being prepared to work and the multiple roles they are expected to assume. Early childhood teachers are being prepared to work in varied settings that include child care centers, public and private schools through grade 3, prekindergartens, kindergartens, Head Start, and preschool settings. In these settings, they need to develop competence to assume multiple roles, such as being (a) *designers* of environments that promote learning and success; (b) *managers* of behavior and resources that guide children's appropriate involvement in group settings; (c) *developers* of curriculum that is accessible and appropriate for each child; and (d) *counselors and advisors* to parents, families, nd children who need their support and skill in finding resources that will help them (Jalongo & Isenberg, 2000).

The purpose of this paper is to describe the "state of the art" in early childhood professional preparation in initial licensure programs that offer a baccalaureate or a graduate degree in early childhood education, and that prepare teachers to teach all young children from birth through age 8.

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It first examines the issues facing early childhood professional preparation programs in preparing competent early childhood teachers. Second, it identifies exemplary practices of particular early childhood professional preparation programs. Third, it delineates barriers to preparing competent early childhood teachers. Last, it discusses the implications for future research, policy, and practice in the field.

What are the Pertinent Issues?

The perception that schools are not educating all children adequately is occurring amidst a dynamic political, economic, and reform-driven climate. Such a context places much of the blame on teacher preparation programs for not adequately preparing teachers to help all students achieve (National Commission for Teaching and America's Future, 1996). The problem is further complicated in the specialized field of early childhood education, where prospective early childhood teachers should be prepared to teach in multiple settings and assume multiple roles across the birth through 8 age range.

From these contexts and perceptions, pertinent issues emerge. Pertinent issues in this chapter refer to "significant points and matters of consequence that are worthy of discussion and resolution. [They] provide the forum for public debate that has profound significance for policies, funding, and educational outcomes affecting young children, their families, and their teachers" (Isenberg & Jalongo, 1997, p. 4). To determine the pertinent early childhood professional preparation issues, the chapter's discussion is organized around six issues:

- Standards-based accountability
- Licensure
- Accreditation
- Career continuum
- Content
- Field experiences

Issues of Standards-based Accountability

Standards define what constitutes competent beginning teaching in all aspects of early childhood professional preparation. The impact of recent performance-based standards for all children—standards set by national professional associations and state and local education agencies—has resulted in corresponding changes in teacher education. According to Darling-Hammond and Cobb (1996), professional development of teachers must address how teachers will "teach in the ways these new standards demand, with deeper understanding of their disciplines, of interdisciplinary connections, and of inquiry-based learning" (p. 17). Prospective teachers at all levels will need skills for creating meaningful subject-matter learning experiences that enable students to construct their own knowledge in powerful ways. They will also need skills for understanding and using a variety of more authentic and performance-based means to assess and evaluate students' learning (Murray, 1996).

The early childhood profession has agreed upon standards for the preparation of early childhood professionals in 4- and 5-year institutions. These guidelines are approved by the National Council for Accreditation of Teacher Education (NCATE) and are used to evaluate programs preparing early childhood educators. As an associate member of NCATE, the National Association for the Education of Young Children (NAEYC) reviews early childhood curriculum folios for institutions

seeking NCATE accreditation. The most current approved performance-based professional standards identify the common core of knowledge, skills, and dispositions that are desired outcomes for beginning early childhood professionals (Bredekamp, 1996) and provide a framework to improve the quality and consistency of early childhood teacher preparation programs. The domains addressed by the current NAEYC guidelines for preparation of early childhood professionals (NAEYC, 1996) are listed in appendix A; the full text is available through NAEYC. As noted in the Introduction to this volume, the guidelines are being revised to align with NCATE's shift to performance-based standards and assessment in professional education, and to reflect recent advances in the knowledge base for the preparation of early childhood teachers. However, the basic emphasis of these guidelines will remain consistent with themes of the past.

The NAEYC (1996) guidelines unify the field by articulating the content for early childhood professional preparation programs. NAEYC guidelines and those of other specialty organizations are used to inform program design, which should be organized around a clear conceptual framework. As envisioned by NCATE and its member organizations, a conceptual framework adds coherence and consistency across various teacher preparation programs within each institution.

Defining a conceptual framework from which coursework and experiences are derived requires time, planning, and a shared vision that coordinates faculty perspectives into a coherent program. This is especially critical when programs must meet standards that require discussions and decisions with faculty from varied disciplines, such as Special Education or Multicultural Education, other departments and units, such as Family and Child Studies or Curriculum and Instruction, and community-based professionals, in order to address the unique local needs of the particular community being served. The value of the NCATE/NAEYC process is that it forces professional education units to develop such a framework. If done earnestly, this process can be a powerful impetus for change. Comments from NAEYC reveal that those curriculum folios that are approved frequently have a clear, strong and cohesive conceptual framework that provides evidence that faculty have come together for all to coordinate a strong delivery of the program (personal communication, NAEYC, March 1999). A conceptual framework that reflects the knowledge base of the field strengthens the early childhood professional preparation program.

Although approved standards are available for early childhood teacher preparation, informal discussions with NAEYC staff (personal communication, 1999) indicate that some institutions experience difficulty in addressing these standards. Much early childhood professional preparation continues to be driven by state certification standards, many of which do not even have an authentic early childhood focus (McCarthy, Cruz, & Ratcliff, 1999). In some states, early childhood professional preparation is either an add-on endorsement or a part of an early primary or elementary program that attempts to address NAEYC's early childhood standards through a few selected courses or with limited field experiences (personal communication, NAEYC, March 1999).

Issues of Licensure

As noted above, most early childhood teacher preparation programs in institutions of higher education tend to reflect the teacher licensure standards of the state. Such programs have historically prepared teachers with an elementary education focus that sometimes included an early childhood endorsement. If early childhood education courses were even offered, the scope was usually defined as kindergarten through third grade (K–3) or nursery through third grade (N–3), with no attention to the developmental and educational needs of infants and toddlers. Until

recently, states saw little reason to be involved in early education. For example, state-funded prekindergarten programs for children under age 5 are a relatively new phenomenon (Mitchell, 1998; Ripple, Gilliam, Chanana, & Zigler, 1999). Thus, state early childhood licensure requirements do not universally reflect the field's full scope of birth through age 8 (Bredekamp, 1996). This limitation impacts early childhood teacher preparation in the following two ways.

First, programs tend to use the state's definition in defining the scope or age parameters of early childhood teacher preparation, despite the fact that NAEYC guidelines define early childhood as birth though age 8 (Bredekamp, 1996; McCarthy et al., 1999). To illustrate, Morgan et al. (1993) report that only "half the states have a freestanding specialized early childhood certificate. Among these states, nine different definitions of the scope of early childhood can be found. Another 10 states have an add-on early childhood endorsement to an elementary education certificate. The amount of coursework and field experience specific to early childhood varies considerably, with some states requiring only two additional early childhood courses. Sixteen states have no early childhood certification or endorsement available. Because state certification standards virtually dictate program content in most teacher preparation programs, the scope and content of early childhood education programs vary enormously in baccalaureate programs" (as cited in Bredekamp, 1996, p. 326). This practice ignores the research and theory that define the early childhood period of development as uniquely different from that of older children (Association of Teacher Educators [ATE] & National Association for the Education of Young Children [NAEYC], 1991; Carta, Schwartz, Atwater & McConnell, 1991; Cataldo, 1984; Kagan & Cohen, 1997, McCollum, McLean, McCartan, Odom, & Kaiser, 1989). Adults who work with young children must be appropriately trained and licensed across the early childhood continuum to ensure children's maximal learning and development.

Second, the age focus of early childhood licensure is reflected in the placement of early childhood preparation programs within institutions of higher education. Historically, schools or departments of education have assumed primary institutional responsibility for the education of teachers for programs run under the auspices of the public schools (until recently, these seldom included children below kindergarten age). "The extent to which these programs [programs housed in schools or departments of education] address issues from an early childhood perspective, however, varies tremendously from one or two classes to entire programs" (Goffin & Day, 1994, pp. 9-10). This perspective differs significantly from the focus on early childhood in programs formerly offered within departments of home economics and currently located in schools or departments of human development, human ecology, or family studies. These programs have typically addressed child development or services for children under age 5, including nonpublic school settings such as preschools, Head Start, and child care (Bredekamp, 1996). As a result, great variability exists in the nature, as well as the quality, of early childhood teacher preparation programs.

The lack of a "stand alone" early childhood license in every state runs counter to abundant evidence that specially prepared early childhood personnel have a positive educational impact on the experience of young children in group settings (Bredekamp & Rosegrant, 1995; National Association for Early Childhood Teacher Educators [NAECTE] & National Association of Early Childhood Specialists in State Department of Education [NAECS/SDE], 1993). For early childhood professionals to teach the full age continuum from birth through age 8, they must be prepared to link and apply knowledge of child development, content, and teaching strategies to respond to young children's learning needs. Without such a universally accepted license, the field will continue to prepare teachers inadequately to work with this age group (Fromberg, 1997).

Issues of Accreditation

Accreditation provides information to the public that an institution is capable of delivering what it promises and is a way of protecting the public interest in providing well-prepared teachers for all children (Wise, 1996). Of the 1,300 higher education institutions operating teacher education programs, only about 500 (40 percent) are accredited by NCATE, yet NCATE-accredited programs produce over 70 percent of the nation's teachers (Darling-Hammond & Cobb, 1996; Wise, 1996). Thus, not all institutions that have early childhood teacher preparation programs are NCATE accredited, nor are all planning to seek accreditation. Besides being an index of overall quality (Wise, 1999), an institution's accreditation status is important because an early childhood program within an NCATE institution must seek approval for its program using the professional preparation standards developed by NAEYC and approved by NCATE. To advance the status and quality of the field, more prospective early childhood educators must be prepared within nationally approved programs.

The NAEYC guidelines for the preparation of early childhood professionals, approved by the National Council for Accreditation of Teacher Education (NCATE), are used to evaluate programs preparing early childhood educators. Since 1994, the initial licensure early childhood programs of 70 institutions have been approved by NAEYC (bachelor's level or [illegible]). Each has undergone rigorous program review according to approved NAEYC guidelines.

Accreditation also impacts the quality of preparation. An increase in the number of NAEYC-approved early childhood programs within NCATE-accredited institutions could effectively serve as a cross-state quality control measure, by reducing the unevenness that currently exists in early childhood professional preparation programs. Until more institutions of higher education engage in self-study and formal accreditation of their programs, the rigorous preparation needed to help all children achieve cannot be ensured. Those that are unwilling to develop a critical mass of intellectual and program resources to prepare high quality teachers in carefully designed programs should turn their energies elsewhere.

Issues of a Career Continuum

The National Commission on Teaching and America's Future (1996) recommended that "school districts, states, unions, and professional associations cooperate to make teaching a true profession, with a career continuum that places teaching at the top and rewards teachers for their knowledge and skills" (p. 94). In support of these aims, voluntary standards have been set by a number of professional groups to assure teacher quality across all age levels and settings. Conceptually, these standards are closely aligned, providing a consistent framework for the initial preparation of teachers as well as for the assessment of advanced accomplishments. Table 1 describes the role of each of these standard-setting efforts, with special focus on early childhood teacher education and performance.

Despite the existence of these forms of professional recognition, not all early childhood teachers are prepared in programs that are explicitly influenced by such standards. Some of these programs may be situated in institutions that do not belong to NCATE or have not adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) principles. Other early childhood programs may be in specialized institutions or may primarily aim to prepare teachers for careers other than that of public school teacher (the career that is the focus of NCATE and INTASC).

Table 1

Teacher Preparation and Performance Across a Career Continuum: The Role of National Bodies

Pre-Service Preparation

NCATE (National Association for the Accreditation of Teacher Education)

Accredits "professional education units" (e.g., colleges or schools of education or other teacher preparation units). Institutions belonging to NCATE are accountable to a rigorous set of standards. With the "NCATE 2000" standards revisions, NCATE will place more emphasis on evidence of candidates' performance than on evidence of specific courses, credits, and other "inputs" in making judgments about the quality of an institution's teacher preparation.

NAEYC (National Association for the Education of Young Children)

Serves as NCATE's "learned society" for early childhood professional preparation. Using its Guidelines for the Preparation of Early Childhood Professionals (NAEYC, 1996), NAEYC reviews early childhood program folios (descriptions of how a program meets the NAEYC standards) for units seeking NCATE accreditation. NAEYC approves or denies approval to early childhood teacher preparation programs according to how well a program meets the organization's guidelines. Like the more general NCATE standards, NAEYC's standards are being revised to place greater emphasis on assessment of early childhood teaching candidates' performance. In collaboration with ACCESS (American Associate Degree Early Childhood Educators), NAEYC has begun a voluntary approval process for 2-year early childhood preparation programs. Finally, NAEYC's guidelines also inform the INTASC standards for beginning teachers.

INTASC (Interstate New Teacher Assessment and Support Consortium)

Assesses content and generic teaching skills to ensure that beginning teachers have the knowledge and skills to practice. A consortium of more than 30 states and professional organizations has created a set of principles, initial licensure performance standards, and assessments for beginning teachers as they enter the profession. Performance-based assessment for licensing is under development; a new examination will be used to assess new teachers' success in meeting the INTASC standards. INTASC standards are also aligned with the approach used in the standards for Advanced Certification of the National Board for Professional Teaching Standards (NBPTS).

NBPTS (National Board for Professional Teaching Standards)

Unlike state licensure, sometimes called "certification," these advanced certificates are awarded by an independent professional body, the National Board for Professional Teaching Standards. NBPTS has developed standards for advanced certification for multiple areas, including the "early childhood generalist" certification (see NAEYC 1996 for a description). The early childhood generalist standards represent a professional consensus on the critical aspects of practice that distinguish accomplished early childhood teachers from others. Extensive evidence, including performance assessments, is used by NBPTS in making judgments about awarding advanced certification.

Thus, the diversity of professional preparation and professional roles is much greater in early childhood than in other areas of education.

Within this broad array of preparation and roles, the field of early childhood, like the general field of education, strongly supports the concept of a career continuum. Through NAEYC's National Institute for Early Childhood Professional Development, a vision of a comprehensive, fully articulated system of professional development for those who work in all early childhood settings has been developed (NAEYC, 1993). As outlined in this document, NAEYC's conceptual framework for early childhood professional development identifies the principles and practices that apply across the diverse roles and settings of the early childhood profession, and it delineates the specialized body of knowledge expected of all early childhood professionals. Despite the scope of this vision, however, it is still far from a reality.

Issues of Content

The foundation of strong early childhood teacher preparation programs is built upon two bases: *subject matter content* and *professional content.* Each is linked to but separate from pedagogy, the tools with which teachers make content accessible to all learners. Because the issues derived from content are so complex, this discussion will be framed first around issues of subject matter content and then around issues of professional content.

Subject Matter Content

The issue of content standards for early childhood education continues to be challenging to the field. Although many specialty groups (e.g., National Council of Teachers of Mathematics) have developed content standards, no group has extended its scope to the prekindergarten years. In the NAEYC-published volume *Reaching Potentials II* (Bredekamp & Rosegrant, 1995), early childhood specialists attempted to use these standards as guides for the discussion of appropriate expectations within the early childhood years. However, the establishment of an expert panel on early childhood pedagogy by the National Academy of Sciences suggests that this work is, so far, incomplete. The panel has been charged with addressing the questions: What should 2- to 5-year-olds experience and learn if they are to be successful in kindergarten?; What are the best ways for them to learn what they need to know?; and How do we appropriately measure what they have learned?

When further developed, national content standards should guide professional preparation so that early childhood teachers not only know the content they are to teach but also can interpret that content for all young children. The belief that intellectual integrity cannot occur "unless it is thoroughly grounded in the knowledge bases of the various fields" (Bredekamp & Rosegrant, 1995, p. 2) should drive the content portion of high quality early childhood professional preparation. Early childhood educators need to have a strong, high quality liberal arts background in order to be able to conceptualize learning experiences so that diverse learners find them meaningful. The ability to make content accessible to young children in meaningful ways can be a daunting task for the uninitiated. The issues related to subject matter content are threefold.

First, two questions—What constitutes a well-educated person? and How do prospective early childhood educators develop the habits of mind or dispositions needed to be a liberally educated person?—perpetuate the debate about what subject matter knowledge early childhood teachers need

to possess. These dispositions "are essential if teachers are to become more than technicians" (Murray & Porter, 1996, p. 155) and are able to make the content decisions needed in the classroom.

Subject matter studies, the specialized study of liberal arts content in a particular discipline prepared and agreed upon by professionals in the field, have not traditionally been central to early childhood teacher preparation. Early childhood teacher educators have generally given little attention to the quality of general studies, including the liberal arts courses considered essential to a well-educated person. Yet, ultimately, it is to the arts and sciences that early childhood professional preparation programs turn in considering the subject area content they will be teaching. The challenge facing early childhood teacher preparation programs is to figure out what constitutes "necessary" liberal arts preparation.

Second, because university study of academic subjects does influence the way teachers think about knowledge and teach academic content (Murray & Porter, 1996), the role of liberal arts and science faculty requires examination. Liberal arts faculty need better preparation if they are to teach prospective early childhood educators (as well as students preparing for other professional fields) with multiple methods that (a) adapt to a diverse college population, and (b) model varied approaches for those who plan to teach. This preparation is complicated by institutional issues, because liberal arts "content" curriculum is usually departmentalized, resulting in liberal arts faculty being isolated from early childhood education faculty. Consequently, both liberal arts and teacher education faculties must find ways to collaborate that will strengthen the total preparation of competent early childhood teachers (Feiman-Nemser & Remillard, 1996).

Finally, early childhood professional preparation programs that are grounded only in pedagogy and have no connection to the liberal arts aspect of preparation present a third concern related to subject matter content. Many early childhood teacher preparation programs are limited to the acquisition of an undergraduate liberal arts major, followed by an add-on program of various methods classes combined with student teaching. Despite its in-depth liberal arts emphasis, isolation of liberal arts from pedagogy does not and cannot adequately meet the needs of content preparation for prospective early childhood educators.

Professional Content

The NAEYC (1996) guidelines delineate the professional content of early childhood teacher preparation. This content includes the areas of child development, curriculum, assessment, diversity, inclusion, and family relations (Bredekamp & Copple, 1997). Of these areas, the guidelines addressing curriculum development and implementation are far more detailed than guidelines in other areas. To address the changing needs of children, early childhood teacher preparation programs must pay increased attention to issues of professional content.

Issues of child development and learning. A particular shortcoming in some early childhood teacher preparation has been an overemphasis on child development and learning that is separate from a strong image of early curriculum. The result of this imbalance is often disconnected and fragmented curriculum for children. Some in the field are concerned that early childhood teacher preparation programs spend a greater portion of their preparation on child development knowledge and less on using this knowledge to plan curriculum that supports children's diverse ways of learning

and that supports families (Stott & Bowman, 1996). Strengthening the connection between development and curriculum should thus be an important goal of early childhood teacher preparation programs.

Further, members of the early childhood field do not agree on the role of child development knowledge as a source of early childhood curriculum (Katz, 1994; Stott & Bowman, 1996). Such heavy reliance on child development knowledge as a framework for early childhood teacher preparation raises the question of *whose* knowledge (in contrast to *what* knowledge) should be used to inform classroom practice (Goffin, 1996). Despite these debates, as we move toward a child-based results approach (Kagan, Rosenkoetter, & Cohen, 1997), prospective early childhood educators will need more skill in being keen observers of children's behavior, skills, and interactions as they relate to the what-how-why-when of curriculum.

Issues of diversity. Today more than ever, preparation for diversity is essential for early childhood teachers (Bredekamp, 1996; Dilworth, 1992; Hutchison, 1994; Kusher & Ortiz, this volume; NAEYC, 1996; Washington & Andrews, 1998). Most children of color are still taught by female teachers who are white, suburban mothers, not politically active, and unfamiliar with their students' cultural backgrounds and communities (Zimpher & Ashburn, 1992). The profile for future teachers is similar. Changes must be made in how we prepare early childhood educators for the reality of an increasingly diverse world (Interstate New Teacher Assessment and Support Consortium [INTASC], 1992; NAEYC, 1996; Wise, 1996).

Diversity issues are addressed in standards that support the field's growing awareness of the needs of teachers and students in a pluralistic society (NAEYC, 1996; Wise, 1996; INTASC, 1992). Educators agree that diversity perspectives must be infused throughout the teacher education program, through recruitment, retention, and multicultural curriculum, including clinical experiences. In reviewing the early childhood folios submitted to NAEYC, the reviewers frequently find weaknesses in the way programs attend to diversity issues (personal communication, 1998). In many early childhood preparation programs, diversity issues are treated superficially.

Most prospective early childhood teachers have a narrow view of diversity that reflects their own limited experience in diverse settings. To counter this parochialism, early childhood teacher preparation programs must help students confront their biases (Zimpher & Ashburn, 1992). If personal prejudices are ignored in teacher preparation programs, they will manifest themselves later in three harmful ways—through ignoring children, through talking down to children, or through showing open disdain for children of a particular culture (Chipman, 1997). We know, for example, that "a single multicultural education course is insufficient preparation for prospective teachers to effectively understand and teach children of different cultural backgrounds" (Dilworth, 1992, p. xi). Thus, early childhood teacher preparation programs need to infuse content in cultural sensitivity, cultural competence, and culturally linked curriculum throughout students' courses and field experiences (Kagan & Cohen, 1997).

Understanding diversity must also include an appreciation of the pluralistic nature of our population and the role of American schools in educating children from different cultures. Courses in general education should offer more in-depth historical, sociological, and anthropological perspectives about various cultural groups. Similarly, professional content courses must focus on the design, development, and delivery of instruction for diverse learner populations (Zimpher & Ashburn, 1992). Taken together, the clinical experiences, general education and professional studies need to

address issues of diversity across the full early childhood teacher preparation program (Kushner & Ortiz, this volume).

Issues of inclusion. Early childhood educators must also be prepared with the skills to teach in inclusive settings. Since the early 1990s, the Americans with Disabilities Act has accelerated the inclusion of young children with disabilities into early care and education programs. Many teachers currently teaching in inclusive settings are either untrained or unwilling to meet the challenges placed upon them by including children with disabilities in their early childhood classroom. Frequently, the result is that children with disabilities are taught in regular education classrooms that do not implement inclusive practices. To be effective, prospective early childhood teachers need to acquire and continue to build a repertoire of relevant curricular alternatives as well as to develop grounding in typical and atypical development. They need opportunities to work closely with mentor teachers who can model how to meet the needs of individual children within group settings. Early childhood preparation programs must seek ways to help teachers work in these settings (Kagan & Cohen, 1997, Miller, Fader, & Vincent, this volume; VanArsdell, 1994).

Issues of families. Early childhood as a field has historically placed a high value on the family-school connection and has defined the professional behavior that is expected in working with families (Bredekamp & Copple, 1997). While there is agreement on the importance of families in the education of their children, there is far less agreement on whether current programmatic approaches are beneficial and appropriate (Powell, this volume). According to Epstein (1995), such questions "have challenged research and practice, creating an interdisciplinary field of inquiry into school, family, and community partnerships with 'caring' as a core concept" (p. 701). However, many early childhood educators are not prepared to interact in positive ways with families. Prospective early childhood teachers must be prepared to develop new attitudes, communication strategies, and skills in order to ensure that their new relationship builds trust and respect, and opens doors for problemsolving dialog (Briggs, Jalongo, & Brown, 1997; Young & Edwards, 1996).

Those preparing to become early childhood educators must be given sufficient time and support to confront their biases about families and their roles in children's education. Jalongo and Isenberg (2000) suggest that it is not uncommon for those entering the teaching profession to be "locked" into their own family experiences as children and/or as parents themselves and to use these experiences as a sort of yardstick for evaluating families of others. When personal experience is used as the standard, a teacher can find other families lacking, use derogatory labels, or even use families' situations as their reason for failing to teach. Through actual experience with families, prospective early childhood teachers can learn to view parents differently, develop different authority relationships, and achieve skill in establishing and maintaining empowering relationships with the many varieties of families in diverse communities (Hutchison, 1994). Professional content about supporting families should help prospective early childhood teachers to enhance parent development and family support, facilitate family alliances, and engage families meaningfully in their children's education (Kagan & Cohen, 1997).

Issues of ethics. Established standards of ethical behavior are crucial to every profession, but these standards have special importance in early childhood because young children are "vulnerable and relatively powerless" (Fromberg, 1997, p. 190). Preparing the next generation of early childhood educators with the professional content and skill necessary to handle matters of "confidentiality, rights, and values with children, families, and colleagues" (Kagan & Cohen, 1997, p. 29), in addition to the other demanding content already expected in these programs, is challenging. Although the

field has adopted a code of ethical conduct (Feeney & Kipnis, 1985b), few resource materials are relevant to the kinds of issues faced by new classroom teachers. In order for pre-service teachers to achieve a beginning mastery of ethical concepts, the field needs accessible case studies and other resources for early childhood faculty to incorporate into courses and field experiences (Freeman, 1996; Freeman & Brown, 1996; Feeney, 1995; Katz & Ward, 1991; Strike & Soltis, 1992).

While professional organizations have made efforts to address the ethical issues that teachers face (e.g., the National Education Association [NEA], the Council for Exceptional Children [CEC], and the National Association for the Education of Young Children [NAEYC]), these efforts have primarily focused on ethical dilemmas encountered by those already teaching. They fail to address another critical issue—how to prepare prospective teachers to practice ethical behavior in a teacher preparation program already limited by number of hours and emphasis on content standards (Ungaretti, Dorsey, Freeman & Bologna, 1997; Freeman & Brown, 1996; Feeney, 1995; Feeney & Kipnis, 1985a). What cannot be lost in this discussion is how professional preparation experiences can embody the commitment to developing and implementing programming in response to the needs of individual children.

Issues of Field Experience

Early childhood teacher preparation programs that strive to provide high quality field experiences must address two questions: How can early childhood teacher preparation programs provide relevant field experiences? and Who is a teacher educator?

Central to the question of relevant field experiences are issues related to the diversity of the field. Field experiences are a special concern in early childhood teacher preparation because of the issue of supervision in nonpublic school settings, such as child care programs, where lead teachers may not have a degree or specialized training. In addition to concerns about supervisors' academic training, there are two critical differences between the professional role of the typical elementary school teacher and that of the lead teacher in nonpublic school settings for children under age 5. First, teachers for children under age 5 usually have daily contact with parents. While this may be true for some elementary school teachers, in general, parents of younger children have more intense concerns and involvement with their child's teachers. Second, early childhood educators of children under age 5 usually lead a team of adults on a daily basis. Graduates of early childhood programs, whose focus is children from kindergarten through grade 3, are rarely provided sufficient supervisory training to develop the skills needed to work collaboratively with families and other professionals (Association of Teacher Educators [ATE], Division for Early Childhood [DEC], and NAEYC, 1994; Council for Exceptional Children [CEC], 1996; Daniel, 1994; NAEYC, 1996; Myers, Griffin, Teleki, Taylor, & Wheeler, 1998). With little or no experience in clinical settings where children are taught by teachers authentically trained with the knowledge and skills of the field, novice early childhood teachers are unlikely to respond appropriately to the unique learning and developmental needs of children (Bredekamp, 1996).

According to the Association of Teacher Educators (1996), teacher educators include faculty in higher education who provide coursework and conduct research in professional studies, including clinical experiences. They also include personnel who provide instruction in or supervision of clinical experiences. Just as we must adhere to standards for prospective early childhood educators, so should we adhere to standards for master teachers. "To do less at a time when the quality of children's education weighs so heavily in the balance is indefensible" (ATE, 1996, p. 4).

Issues related to the question "Who is a teacher educator?" concern the quality and training of mentors. The paradigm shift toward performance-based professional preparation places greater emphasis on the clinical experiences of early childhood candidates and graduates. This shift requires that clinical experiences provide "state-of-the-art" role models acting as coaches who make their "knowledge and thinking visible to the learner(s)" (Feiman-Nemser & Remillard, 1996, p. 82). Consequently, prospective early childhood educators must be placed in mentored learning situations where the mentor's knowledge is "situated" in the context of practice that reflects the standards of the field, and where students learn to think and act like early childhood educators alongside their more experienced colleagues. Without question, this kind of apprenticeship requires planned, cohesive experiences that are connected to course content and to the needs and interests of the children and families being served (Darling-Hammond & Cobb, 1996; Feiman-Nemser & Remillard, 1996; Layzer, Goodson, & Moss, 1993).

Research also demonstrates that teachers teach as they were taught and as they see their supervising teachers teach (Bredekamp, 1996). The power of such role models raises serious issues about the quality of clinical supervisors who support early childhood educators in the rigorous study of early childhood education. Most early childhood educators today were not prepared in early childhood education programs, and their practice is often not consistent with established best practice and standards in the field (Bredekamp, 1996). Even more disconcerting, most administrators with whom early childhood educators work have even less background in early childhood than th teachers themselves (Goffin & Day, 1994). This makes it difficult for novice teachers authentically prepared in the discipline of early childhood to find the support they need to perform their work in a manner that supports research-based practice in early childhood settings.

Identifying and placing students in field placements with early childhood mentors who are appropriately knowledgeable and skilled in early childhood research-based practice has been and continues to be problematic. Without the simultaneous retraining of practicing early childhood educators to be more closely aligned with approved guidelines for early childhood practice, potentially strong candidates will fail to apply the basic principles of appropriate early childhood education. Even worse, well-prepared early childhood teachers will continue to leave the field because they see no room for putting into place the practices and principles held by leaders in the profession.

The issues raised here remind us daily of the "limits of our knowledge about what teachers need to learn, and the challenges that face teacher educators in trying to figure out what to teach" (Feiman-Nemser & Remillard, 1996, p. 72). Early childhood teacher educators must deal with the dilemma of whether to prepare prospective teachers for the status quo or for early childhood settings as they could and should be.

Even though the issues addressed above are challenging (issues of standards-based accountability; licensure; accreditation; career continuum; content; and field experiences), many institutions of higher education have designed programs that meet these challenges to the preparation of early childhood teachers. The next section discusses exemplary practices in programs that are addressing some, but not all, of these issues. To expand upon the brief descriptions below, appendix B contains additional details, including the programs' location, licensure, accreditation/approval status, and contact information. Although many of the programs described are located in institutions that have chosen to apply for NCATE accreditation (and, thus, review of their early childhood programs by NAEYC), others are in institutions that have not chosen to apply for accreditation or are in

highly specialized institutions for the preparation of early childhood professionals (e.g., Pacific Oaks College); these specialized institutions are not typically part of the NCATE process. These variations make it difficult to identify truly "exemplary" programs by any objective criteria; therefore, the views of expert early childhood teacher educators have often been used as sources of information.

Where are There Exemplary Practices in Early Childhood Professional Preparation Programs?

The Secretary of the U.S. Department of Education employs precise criteria for expert panels to use in determining whether an educational program should be identified as "exemplary." These criteria include (a) evidence of success, (b) quality of the program---usually a school or intervention program for children, (c) educational significance, and (d) replicability (*Federal Register,* 1997). As noted in the Introduction to this volume, early childhood teacher preparation programs have no such criteria by which to define what is "exemplary," and, indeed, little research has been done to document these programs' success (Bredekamp, 1996). This section highlights *quality practices of early childhood professional preparation programs,* which have appeared successful in terms of national standards or in terms of the judgments of colleagues in the field. These programs also appear to have sustainability; that is, they have a solid history and base of support. Finally, these programs have educational significance—they incorporate the best practices in the field of early childhood teacher preparation.

Selection of Programs

The early childhood teacher preparation programs described below were selected to demonstrate excellence in early childhood professional preparation. These practices occur in early childhood professional preparation programs that represent a mix of size, location, program focus, and design.

The sites were selected by inviting nominations from nationally recognized early childhood teacher educators, leaders in early childhood professional organizations, state departments of education, and foundations that support early childhood professional preparation initiatives. These contacts helped to identify a preliminary list of possible programs. Details about each program's practice were provided by the programs upon request. While the list is by no means exhaustive, it is intended to portray the variety of quality practices that exists among early childhood professional preparation programs. These program descriptions are organized according to each of seven critical areas of practice in contemporary early childhood teacher preparation (child development and learning practices; constructivist professional preparation; diversity practices; family involvement; field experiences; interdisciplinary preparation; and program design). Some of these areas are directly derived from categories in the NAEYC Guidelines for Preparation of Early Childhood Professionals, while others emerged as themes when program descriptions were reviewed in preparation for writing this chapter. Each area begins with a brief description of some general features of excellent, innovative practices. Then, in order to illustrate the diversity of excellent practices in early childhood teacher preparation, each area includes examples from two institutions.

Child Development and Learning Practices

This dimension of early childhood teacher preparation reflects a program's commitment to building a strong knowledge base in child development, the use of extensive observations and clinical

experiences, and a richly contextual perspective on development. Both Bank Street College and Michigan State University are nationally recognized for their work in this arena.

Bank Street College. Bank Street's institutional mission, required courses, and advisement processes are grounded in child and adult development. Developmental perspectives are infused in most courses, but the deep culture of looking at theory and children, recording behavior, and learning to work with families is grounded in a three-course sequence that students find very powerful. The three courses are Child Development; The Study of Children Through Observation and Recording; and Family, Child, and Teacher Interaction.

Bank Street's observation and recording course goes beyond many similar courses, stressing the interaction between knowledge of children, knowledge of one's own beliefs, and use of evidence and theory to make informed decisions. It seeks to foster rigor in the use of evidence and theory to understanding children. The task of serious child study is to help students look for real evidence and to use theories that help them interpret what they see. The main assignment is an Individual Child Study for the purpose of developing an increased awareness of the child's uniqueness, the relation of specific behavior to overall functioning, and the implications for learning. The document that is developed over a number of months includes a paper examining the child in the context of his or her peers or group, an age level study designed to see the child in light of developmental theory, and observations and interpretations of the child as learner and member of a learning community.

Michigan State University (MSU). An emphasis on the ecology of children and families is the core of early childhood teacher preparation at Michigan State University. In-depth study of children and families permeates much of MSU's program.

Two majors lead to careers in early care and education; both require extensive coursework in child development within an ecological perspective. The Child Development major within the Department of Family and Child Ecology is a BS degree connected to the College of Education. The emphasis of the Child Development teaching major is on understanding how children learn; this emphasis is implemented through 16 credit hours in Child Development Study. Students in the Family Community Services major, with a specialization in the Young Child, primarily are preparing for entrance into childcare positions. The Young Child emphasis includes courses totaling 25-27 credits in the ecology of children's development and learning. Both majors make extensive use of the MSU Central School Child Development Laboratories; these programs are accredited by the National Academy of Early Childhood Programs and are thus recognized as meeting the profession's standard for high quality programs for young children. The two on-campus facilities are used for building students' skills in observing and recording the behavior and development of young children.

Constructivist Professional Preparation

An emphasis on constructivist philosophy and constructivist approaches to early childhood teacher preparation were characteristic of a number of exemplary programs. Auburn University and New York University have notable examples of work in this area.

Auburn University. Although many early childhood teacher education programs use a Piagetian- or Vygotskian-influenced constructivist approach, what makes Auburn unique is a 19 quarter-hour

sequence devoted to Constructivist Theory in Curriculum and Teaching. Examples include study and practice in courses such as The Nature of the Learner, A Working Theory for Constructivist Educators, and The Constructivist Teacher: Strategies and Techniques. Another 20 quarter-hour sequence in methodology goes even more deeply into constructive pedagogy. For example, early childhood prospective teachers take specific courses in how children construct an understanding of number and symbolic function. Auburn also provides exemplary preparation in the development of the kinds of physical, social, and affective environments that support the construction of knowledge. Required with these courses are two 10-hours per week practica that place students in the schools every day so they can apply and reflect on the content in the methods courses. Auburn students use documentation through portfolios to reflect, interpret, and communicate what they know. The portfolio content is organized around three questions that students research throughout their readings, interactions with peers, course lectures and discussion, and experience with children in their practicum. The solutions to these questions are documented in a portfolio. The organizing framework for the portfolio includes documentation of particular constructivist practices, including evidence that candidates can foster three kinds of knowledge construction, and evidence that candidates can help children become autonomous learners.

New York University (NYU). Central to New York University's professional preparation program is the development of a sense of self as a professional. From the outset, the program relies on autobiography and on work within cohort groups to co-construct students' understanding of three core values—diversity, collaboration, and reflection. Through the New Student Seminar, a course that is required of all freshmen and transfer students, students write stories about anything that relates to their life at NYU. Through weekly journal writing and reflection, faculty and students co-construct a context that begins a 2- to 4-year dialog about students' lives. Following the New Student Seminar, a cohort group of prospective teachers engages in a semester of community service and then as participants in intensive year-long experiences in the schools. Throughout these experiences, students are engaged in a variety of projects that require autobiographical work, study of classrooms, and intensive interactive work with others in the program. Here is where students' autobiographies begin to emerge as they begin to think out loud about teaching and learning. Throughout the program, students relate to faculty through storytelling and use narrative to move toward more learner-centered teaching.

Diversity Practices

Future early childhood professionals will work in an increasingly diverse world. Understanding diversity, confronting biases, and incorporating diversity perspectives throughout the early childhood teacher preparation program are hallmarks of a number of outstanding programs, including George Mason University and Pacific Oaks College.

George Mason University. Diversity is a central focus in the Unified Transformative Early Education Model (UTEEM) (see Miller et al., this volume), which prepares students to teach children from birth through age 8 in inclusive, multicultural settings. Rather than relegating diversity and multiculturalism to an isolated course, in the UTEEM program diversity perspectives are integrated throughout all courses. The program's philosophical base clearly states that it uses culture and diversity as a lens to learn about children and families. The program also frames its coursework around cultural, linguistic, and developmental continuity of caregiving. Each course in the 2-year post-baccalaureate program examines curriculum, assessment, development, and field experiences

through a cultural lens. The term "Diverse Young Learners" appears in the title of every course in which diversity content and experiences are embedded.

Pacific Oaks College. Pacific Oaks College has long been known for its commitment to diversity. Central to this commitment is a vision that all well-prepared educators should have confronted their own biases. This underlying anti-bias perspective frames the whole early childhood preparation program. Issues of race, class, and social justice permeate all aspects of Pacific Oaks' intellectual life and can be seen in coursework, at the Children's School, in faculty program planning and development, and in faculty's relationships with one another. Diversity and anti-bias approaches are stated competencies for all early childhood graduates. Students must demonstrate commitment to social justice and must analyze the dynamics of institutional and individual biases and use of power. One way in which this is accomplished is through a required course, the Social and Political Contexts of Human Development, in which students research and plan an action project concerning their own biases.

Family Involvement

Family issues are emphasized in many early childhood teacher preparation programs, but some have made family perspectives and family-centered practices a distinctive feature. The University of Kentucky and the University of South Carolina are examples of this area of excellence. See Powell (this volume) for additional examples.

University of Kentucky. The University of Kentucky's early childhood program emphasizes family-centered practices. Influenced by the faculty's deep involvement in early intervention and early childhood special education, the University of Kentucky has a demonstrated commitment to including parents in all aspects of their early childhood programs. For example, parents serve on the program faculty, and they assist in teaching courses that especially benefit from the integration of parents' perspectives on issues such as the inclusion of young children with disabilities. In Kentucky's programs, parents of young children also work with students in a mentorship setting. This particular initiative, guided by a commitment to families, is supported through a federal training grant, but the principles may readily be adapted to other settings. See Miller et al., this volume, for more information about the program at the University of Kentucky.

University of South Carolina. The University of South Carolina's early childhood program gives students both coursework and field experiences specifically focused on parent involvement. Students participate in a course, Parent Involvement in Early Childhood Education, in which students examine programs and practices involving parents in early childhood settings. In addition, however, all students participate in a field experience course, Practicum in Parent Involvement in Early Childhood Education. This course places students in school- and home-based experiences with families. During these experiences, students have weekly involvement in parent advisory groups, parent activities in the classroom, home visits, and parent-teacher communication.

Field Experiences

Field experiences are at the core of all good teacher preparation programs, but some programs have found particularly innovative ways to integrate field experiences into courses and to increase the value of these experiences for students. Bank Street College and the University of Cincinnati are examples.

Bank Street College. Bank Street College's developmental view of children, teaching, and learning is well integrated across the entire program. The supervised field work/advisement is the heart of Bank Street's education and illustrates Bank Street's perspective that learning to teach is a long, developmental process. The faculty advisor plays an unusually central role in this process. Each student works with a faculty advisor who meets with a small group of students (from 5-7) across an academic year during which students are engaged in field work. These advisors visit students in their field-work settings for a half day at least once a month and work closely with the cooperating classroom teacher. In addition, the advisor and the student meet twice monthly for in-depth consultative meetings. Finally, all of the advisor's students meet together weekly for "Conference Group," in a setting in which students collaborate on understanding the challenging issues that face them as educators in their field placements.

University of Cincinnati (UC). The Early Childhood Education program at the University of Cincinnati focuses on urban education and prepares students to work in inclusive learning environments for children from birth through age 8. Students complete a variety of field experiences including working with infants and toddlers, preschoolers, kindergartners, and (for a year-long internship) children in the primary grades. Learning experiences include guided observations and participation at the Arlitt Child and Family Development Center. Throughout the 5 years of study there clinical and field experiences are integrated, culminating in a year-long experience, as a teaching intern, in a "Professional Practice School." Professional Practice Schools are regular public schools that, in addition to their mission to children, are committed to playing a crucial role in the education and development of new teachers. Each of UC's 5th-year early childhood interns spends a whole academic year employed by the school district as a student intern in a Professional Practice School. Each intern teaches half time as a member of a Professional Practice Teaching Team made up of 3-4 interns and 2-3 career teachers. A Lead Teacher Mentor, who is credentialed by the district's Career in Teaching Program, heads each Professional Team. The goal of this initial-year internship is to combine a teaching workload appropriate for the novice teacher with extensive monitoring, support, and assessment by teachers serving as teacher educators.

Interdisciplinary Preparation

The field of early childhood increasingly recognizes that multiple disciplines must be integrated in providing the best possible education and services to young children and their families. Arizona State University and Wheelock College are two programs that have begun innovative work in this arena.

Arizona State University. The Early Childhood Interdisciplinary Initiative at Arizona State University represents a faculty commitment to the provision of a new professional training model that has a core focus on interprofessional education. A focus in this model is collaboration between and across community programs and university departmental structures to promote less unilateral and more broad-based training. The model requires a different type of partnership with professionals in the field. All pre-service early childhood majors take two interprofessional education courses that focus on integrated classrooms. Course I, Principles of Interprofessional Collaboration, encourages students to examine the rationale and implementation of such programs in community sites, to investigate professional skills and roles in collaborative programs, and to observe and explore the implementation of effective strategies and workable plans that support interprofessional collaboration and integrative services for young children and their families. Course II, The Interprofessional Collaboration Practicum, is linked to a special education course where

students explore practices and issues related to inclusive and interprofessional settings. As part of the practicum, students create a resource list of services, programs, and agencies available to assist local families and children; practice communication and conflict negotiation skills needed to work collaboratively in early childhood settings; interview parents of children with special needs to determine personal and systemic challenges in becoming an advocate for their children; and participate in a survey of school districts to determine how services and programs are accessed by families and implemented in the community. These practical and academic courses encourage "cross training," the opportunity for students of any discipline to participate in coursework and practical experiences with members of other disciplines.

Wheelock College. The Wheelock College Interprofessional Undergraduate Program for Early Childhood Educators is a 3 ½ year undergraduate program in which students achieve a liberal arts degree and professional certification in one field: education (early childhood or elementary education), social work, or child life (a health field concerned with the developmental needs of ill children and their families). At the same time, they learn to work together effectively across the professions in the context of community-building initiatives within a local urban community.

The Wheelock Partnership teaches the importance and effectiveness of interdisciplinary versus monodisciplinary work. Many of the traditional courses in Wheelock's program are adapted to meet the goals of the Partnership. For example, when early care and education students in the Partnership option take the Human Growth and Development course, they move beyond individual child development to examine the life spans of families and communities. They consider interdependence, rather than autonomy, as a proposed pinnacle for adult development. In connection with this and other courses, Partnership students work not only with individuals but also with families and communities. Students from a variety of specializations network with one another, strategizing about building capacity among shared constituencies.

Program Design

Finally, outstanding programs pay special attention to overall program design, constructing particularly coherent sequences of courses, assignments, and experiences within a strong theoretical framework. Two examples are the program designs of the Erikson Institute and the University of Vermont.

Erikson Institute. True to the philosophy on which the Erikson Institute was founded, the Erikson Institute deeply believes in helping teachers begin the process of reflection, not only about the act of teaching and the nature of the contexts in which teaching and learning take place but also about themselves. Its master's program for initial certification is designed to assist prospective early childhood educators to accept and reject ideas on the basis of thoughtful inquiry and not just on the basis of superficial opinion. Two examples of the power of this vision in the Erikson Institute's overall program design are its small group seminars and its individual tutorials.

A year-long seminar accompanies student internships. The seminar uses a process model, consists of 8-10 students and a faculty leader, and meets for 1.5 hours per week for the full academic year. The goals of the seminar are to help bridge theory and practice; to reflect on practice and professional issues through participation in group contemplation, negotiation, and problemsolving; and to understand the group process. Students are responsible for suggesting practical and professional issues and sharing ideas and feelings about them. The faculty member, or leader, is

responsible for creating a safe environment in which sharing can take place as a way of "scaffolding" the reflective process. The leader also models the framing and reframing of issues and dilemmas, and brings theory to bear on practice. By functioning as part of a team, students get an inside view of reflection and personal decisionmaking as well as of team relationships and conflicts.

This emphasis on conflict goes beyond the typical goals and format of many student teaching seminars. The Erikson Institute's seminar design focuses on two major themes: developing a professional identity and dealing with professional relations (Stott & Bowman, 1996). Reflecting on professional identity also involves examining values. Invariably, student teachers are faced with competing priorities, clashes between approaches to practice, poorly conceived policies, and differences in cultural experiences and values. In this program, the goal is "to help the student teacher develop self-awareness and self-monitoring skills in the service of more honest and productive relationships" (Stott & Bowman, 1996, p. 179).

In addition to the seminar, weekly meetings or tutorials are held between the faculty advisor and student throughout the academic year during which the student is doing field work. Unlike traditional educational supervision models in which the supervisor uses considerable clinical observation and has preordained areas in mind for evaluation (e.g., specific areas of teaching, ways of relating to children), the tutorial relies on collaboration. In this way, students have the time to reflect on themselves with the same intensity and energy that is given to the study of others. This time is necessary for them to accommodate new values and new practices, and to restructure their own personal knowledge systems and clarify realities obscured by their personal blind spots.

University of Vermont. Vermont's PreK-3 program uses the work of Piaget and Vygotsky to define a framework for both a sequence of teacher preparation activities and an approach to early childhood education itself. The actual PreK-3 professional preparation sequence involves three components. The first component is a pair of orientation courses that strive to introduce Vermont's developmental model and to examine the multiple contexts in which this developmental process occurs. The second component is a three-part professional practices sequence. This sequence provides students with a first exposure to the rationale, practices, and procedures used in the provision of developmentally appropriate educational experiences. The third component is a two-semester internship sequence across the 3-8 age range, one of which is in a multi-age, mainstreamed early childhood setting and the other in a primary classroom.

Consistent with theory-guided teacher preparation is Vermont's use of "panel documentation" as the "leading activity" of the PreK-3 program. The program's use of panel documentation is based on the faculty's growing understanding of the co-constructivist approach as articulated by Vygotsky and others, and of the early childhood education practices found in Reggio Emilia, Italy.

Panels are student-created, aesthetically appealing visual and textual displays, usually including photographs, narration, drawings, and other interrelated sources of insight into teaching and learning. In Vermont's program, panel documentation is a primary strategy used to prompt observation and reflection. Panels serve as one of the primary means by which Vermont's early childhood faculty help students reflect on the evolving and increasingly explicit constructions of appropriate educational practice, the interdependence of child development and educational practice, and on the behavior-in-context of children. Faculty are constantly considering new ways to incorporate documentation throughout the program and to adapt documentation to individual students' levels of preparation and work settings.

Appendix B lists the location, type of license and degree, unique features, accreditation/approval status, and contact information for the programs described above. As stated, the list is not exhaustive in recognizing quality early childhood professional preparation programs. As discussed earlier in this chapter, there is no existing system to recognize high quality practices across all early childhood teacher preparation programs.

What are the Barriers?

Although these examples show what is possible, many barriers to the successful preparation of early childhood teachers still exist. These can be categorized as structural, political, institutional, and interpersonal.

Structural barriers include the low status of the profession, lack of a uniform age range for state licensing, a limited number of nationally approved and/or recognized programs, and the disjunction between university preparation and the ability to practice research-based teaching in the ld. A true professional status for the field of early childhood education does not now exist (Fromberg, 1997). Early childhood educators, particularly those employed outside of the public schools, are underpaid. While public school teachers of children under age 5 tend to be compensated at the same rate as other teachers with similar credentials that include at least a baccalaureate degree, that is not the case for those working in nonpublic school early childhood settings. In those settings, early childhood program directors often earn less than the base salary of a new public school teacher. Inadequate compensation in nonpublic school programs contributes to personnel turnover of between 26-41 percent annually, compared to 5.6 percent for personnel employed in public schools (Whitebook, Phillips, & Howes, 1993). The resultant lack of continuity in early care and education programs has a direct relationship to the quality of education for the very young and to the ability to recruit and retain high quality early childhood teacher education candidates (Fromberg, 1997; Kagan & Cohen, 1997).

In part because of this lack of status, early childhood preparation programs have been overly influenced by nonprofessional political channels and government bureaucracies—state legislatures, school boards, and state departments of education—rather than by early childhood professional bodies charged with articulating and enforcing approved knowledge-based standards. While there are a variety of advocacy efforts to overcome structural barriers, they have been largely ignored by politicians in regulating teaching in more than half of the states (ATE & NAEYC, 1991; Darling-Hammond & Cobb, 1996; NAECTE & NAECS/SDE, 1993). As noted earlier in this chapter, compounding the problem is that early childhood teacher preparation takes place in a wide range of departments in higher education institutions and grants degrees in early childhood that support varying ages within the birth through age 8 continuum without applying a uniform knowledge base. Structural barriers also create a disconnection between students' early childhood teacher preparation and their ability to practice in the field. Many early childhood teacher education programs prepare students with research-based best practices that prospective teachers rarely see being used in the classroom. Even worse, practices such as learner-centered teaching and learning often have no support from practicing teachers who are untrained in these practices. Thus, it is difficult for early childhood educators prepared in exemplary early childhood preparation programs to develop ways of really connecting what they know to the realities of their work settings.

Political barriers may also impede progress in early childhood teacher preparation. Potential political barriers include national and state testing and curricula, state mandates for course content, the lack of national consensus about learning and the assessment of student progress, and limited resources to assess the effectiveness of teachers' preparation. For example, the downside of the call for more rigorous standards for graduates of teacher education programs is that many states have added particular courses (e.g., phonics) to an already full curriculum. When the public tries to "fix" teacher education through mandating particular courses, it is difficult to create a coherent, professionally designed teacher preparation program. Across many states, there is considerable pressure on early childhood teacher education programs to change, making state policymakers, school boards, and legislators more powerful in dictating the early childhood curriculum than our own professional associations and expert leaders.

The stark realities of administrative constraints, such as cost, time, and excessive use of part-time faculty, are clear *institutional barriers* to sustaining quality early childhood professional preparation programs. These barriers drain the productive energy of faculty away from the constructive to the technical (covering courses, finding enough supervisors, and so on). When energy is diverted into the merely technical, program quality diminishes. Creating high quality early childhood professional preparation programs that are aligned with national standards is "a pervasive, consuming force" (Isenberg & Raines, 1994, p. 185) that requires a substantial commitment of time and resources on the part of each institution. When little or no credit toward tenure and promotion is given for these activities, finding the time is clearly difficult. For example, the current movement toward interdisciplinary preparation, co-taught courses, and collaborative teaching in professional development schools is touted as a worthy goal. Yet institutions of higher education that continue to use traditional ways of accounting for faculty time and workload discourage faculty members' time-intensive involvement in schools and agencies. These barriers also block interdisciplinary efforts within institutions of higher education.

The traditional university reward structure (i.e., tenure based primarily on significant individual publications) does not support a collaborative and labor-intensive way of preparing prospective early childhood educators. It perpetuates traditional ways of delivering courses, because the risk of collaboration and the penalties for reduced or multiple-authored publications are aversive. Moreover, declining institutional budgets and a high demand for courses has increased the use of part-time faculty to achieve monetary savings and achieve other short-term goals. With the proportion of part-time faculty now at 47 percent of all faculty members (American Association of University Professors, 1999), program coherence cannot be delivered or ensured.

Finally, *interpersonal and philosophical barriers* complicate progress. In some ways, academic freedom has led to a culture of individuals who "march to their own drum beat," think rigidly, and lack the desire to be team players, making it very tedious and sometimes impossible to restructure programs (Darling-Hammond & Cobb, 1996). In particular, interdisciplinary coursework and programs, along with shared teaching, continue to create territorial wars between disciplines, such as early childhood education and early childhood special education, or early childhood and elementary education. Early childhood leaders who are implementing successful early childhood teacher preparation programs agree that hard work and a faculty committed to a vision greatly contribute to overcoming barriers. Yet hard work has a price: at many institutions, faculty provide staff development for practitioners "out of their hide," with no rewards or release time. While working hard may temporarily shift barriers, this level of effort may lead to early burnout and to a washed-out program that cannot be sustained. When institutions rely primarily on the commitment of individual faculty to implement ideas, models, and programs, strong early childhood professional preparation programs run the risk

of not being sustained, for they are dependent on individuals rather than on a systemic support system. Such programs are bound to fail eventually.

How Have the Barriers Been Overcome?

The issues and barriers discussed in this paper challenge the early childhood profession's ability to construct high quality programs. While none can be solved by a "quick fix," some faculty are overwhelmed by the constellation of barriers, while others see them as opportunities and make special efforts to overcome them. The most successful strategies to overcome barriers seem to be through a *clear vision, linkages and partnerships*, the *institutionalization* of recommendations from national reports, and deep *commitment* to the integrity of strong early childhood professional preparation programs.

A Clear Vision

A clear vision provides direction for programs. The most obvious way to achieve such a vision is through a clearly articulated conceptual framework and strategic planning that guide programmatic decisions. For example, it is very clear from reading the NAEYC curriculum folio submitted by Oklahoma State University that faculty from multiple programs came together to conceptualize the early childhood program. Their clearly stated vision has helped to produce a program with coordinated delivery, connectedness, sustainability, and integrity across courses. To enhance cultural understanding, all developmental courses at the University of Delaware take a contextual perspective on development and look at children within families and communities. (Additional information about the early childhood programs at Oklahoma State University and the University of Delaware can be found in appendix B.) Similarly, all courses in George Mason University's Unified Model are designed with emphasis on diversity of all learners, and an anti-bias perspective permeates coursework and the life of students and faculty at Pacific Oaks College. To model construction of knowledge and reflective skills, all coursework at Auburn University and the University of Vermont is designed from a constructivist perspective, and broad based training and partnerships are integral to Arizona State University and Wheelock College's commitment to interdisciplinary preparation. Comments from NAEYC acknowledge the importance of a clear vision to achieve coherence throughout a program. Lack of a clear vision, when faculty have not come together to dialog about the core values that guide the development of their early childhood programs, often results in programs being unable to meet many of the early childhood program standards. Each of the early childhood teacher preparation programs cited in this paper provides examples of the different ways a clear vision strengthens course content and course experiences.

Linkages and Partnerships

Linkages and partnerships are another successful way to overcome seemingly insurmountable barriers. They are an invaluable strategy to improve professional preparation and have potential to engender change at the program, institutional, and state levels. Clearly, the most far reaching partnership has been the linkage between NCATE and NAEYC, aiming to ensure that all programs that prepare early childhood teachers meet the highest s.andards of quality. Working together, the NCATE/NAEYC partnership has stimulated curricular reform in diversity, families, and inclusive practices—reform that will give a new generation of teachers the skills they need to accommodate all children. For example, the newly approved folio review partnership between the Council for

Exceptional Children (CEC) and NAEYC encourages programs to be innovative in their development of professionals who understand and can implement inclusive practices. The proposed guidelines for evaluating experiences gained through Professional Development Schools and the decision to evaluate clinical performance as part of the NCATE accreditation visits are other examples.

The creation of Professional Development Schools (PDSs) is another way many institutions have overcome barriers through partnerships. PDSs are jointly created by the university and public schools for the simultaneous renewal of teacher education and public schools. As described above, one such urban model exists at the University of Cincinnati in the form of Professional Practice Schools where cohorts of early childhood teacher candidates participate in a year-long internship in selected Cincinnati schools. Another program exists at the University of South Carolina. Working with nine local area elementary schools as PDS planning sites, the college's efforts have been enhanced through its participation as a partner institution in the state's Goodlad Collaborative—a consortium of five universities coordinated by the Center for School Leadership (Berry & Catoe, 1994). Clearly, the institutional support that provides a critical mass of faculty and coursework that is structured around team learning is essential to sustaining such partnerships.

Local partnerships are also being used to overcome barriers. For example, one of the goals of the "Learning and Teaching Collaborative"—a partnership among the Boston and Brookline, MA Public Schools and Wheelock and Simmons College—is to improve the quality and coordination of pre-service education curricula and clinical experiences through collaboration between public schools and pre-service training programs. Wheelock's Interprofessional Pilot Project, launched in 1995, to train a cohort of early education students interprofessionally along with social workers and child life professionals, has different training sites in a single community during students' 4-year program.

Other partnerships are emerging through proposals for Centers of Teacher Education. In particular, the University of Delaware has recently initiated the Delaware Center for Teacher Education to work locally, regionally, and across the state to develop PreK-12 teachers who are competent to teach in a democratic and pluralistic society. The strength of such an initiative is the coalescence of three main educational groups: the university teacher education faculty; university content area faculty and administrators; and practitioners, professional staff, and administrators (including State Department of Education personnel) responsible for PreK-12 education. Similarly, Arizona State University's proposed Center for Young Children's Development and Learning will join interdisciplinary scientists across colleges at the University while also linking efforts with community educators and practitioners in the creation of an infrastructure for parents, practitioners, and policymakers. Finally, the University of Kentucky offers its master's degree leading to initial licensure via distance learning. This involves the use of satellite courses, compressed video, night courses, and weekend experiences in their communities. Kentucky's faculty travels to students' communities to supervise their field experiences. This practice increases the likelihood that some students will remain in their communities once they complete the program. Given the needs of rural communities, this is one way to ensure that some of those areas have qualified early childhood personnel. Thus, uniting key stakeholders in local and regional initiatives is a viable strategy for overcoming barriers.

Institutional Changes

Some institutions are revising their policies concerning tenure and promotion to better reward excellence in teaching, student advising, service, and outreach. Michigan State University has been a leader in clarifying the definitions of outreach and service and in developing processes for the systematic evaluation of faculty work in these areas. Additionally, Michigan State University has developed institutional policies that recognize service and outreach activities in workload statements and merit pay awards. Similarly, George Mason University has created a written workload policy that improves equity by giving credit for mentoring, clinical supervision, and other outreach and service activities. These kinds of policies may have special benefits to teacher education faculty with significant clinical and outreach responsibilities.

At the state level, some states are once again turning their attention to articulation agreements between 2-year and 4-year programs. Connecticut, for example, is a leader in this arena, with a statewide Early Childhood Articulation Plan. Since 1995, the Connecticut Department of Higher Education, in conjunction with participating colleges and universities in the state, has had an articulation plan that allows graduates of associate level early childhood programs to enter baccalaureate teacher certification programs without losing time or credits. Early plans for a NAEYC-supported approval process for 2-year teacher education programs are significant. As a professional organization, ACCESS, the community college organization for early childhood teacher educators, has begun working closely with the National Association of Early Childhood Teacher Educators (NAECTE) and NAEYC. For example, NAECTE and ACCESS have joint semi-annual conferences in conjunction with the annual meetings of NAEYC and the NAEYC Professional Development Institute. The conferences are planned jointly, and the Presidents and Program Chairs of each respective organization are working on ways to enable the two organizations to come together around common issues of early childhood teacher preparation. These advances in overcoming barriers are under way. These and other examples show the difficulty of categorizing initiatives—these could serve as promising examples of linkages and partnerships as much as examples of institutionalization.

Where Should We Be in the Next 5 Years?

Preparing the next generation of competent early childhood teachers is a worthy and important goal. To realize this goal for the 21st century, we must envision the context in which such preparation will occur. Thoughtful projections of the future of the early childhood field must encompass the needs and demands of local schools and community agencies. The entire community of early childhood teacher educators faces the task of preparing prospective early childhood educators to meet the next wave of challenges, including higher standards for both children and teacher candidates, along with the ability to teach all of America's children with care and competence. While the future holds these new challenges, it also mandates new roles and responsibilities for those who prepare early childhood teachers. By the year 2004, early childhood professional preparation programs should have the following parameters in place:

- *There should be universal agreement on an early childhood license that reflects how the field defines early childhood.* NAEYC defines the field of early childhood as encompassing the years from birth through age 8. In order to serve these children and their families, by the year 2004, every state should have a stand-alone early childhood licens The National Association of Early Childhood Teachers Educators (NAECTE), in conjunction with the National Association of

Early Childhood Specialists in State Education Departments (NAECS/SDE) and NAEYC, has advocated through position papers that each state develop its own free-standing early childhood teacher license that includes a minimum of a baccalaureate degree. Such a change would recognize the specialized knowledge needed to work with children across the full spectrum from birth through age 8 and better prepare early childhood educators for the variety of roles and settings that exist in both public and nonpublic settings. It would also bring the field of early childhood education closer to that of a profession and would prepare authentic early childhood teachers who know children, content, and themselves (Fromberg, 1997). Without such a universally recognized license, early childhood professional preparation will continue to be confounded by the "developmental attributes of young children as well as the multidimensional early childhood education system" (Goffin, 1996, p. 5). A universal license would considerably lessen the curricular and political challenges facing early childhood professional preparation programs.

- *Early childhood teacher education programs should have clear plans that identify, select, and train able early childhood mentors, who are already masters of the profession and who can provide clinical supervision that is aligned with the early childhood knowledge base.* Early childhood professional preparation programs have a long history of having authentically trained mentors for prospective early childhood teachers who are prepared in programs housed in former departments of home economics. These mentors often work in campus-based child development laboratories. Although their specific assignments vary across sites, the staff of child development labs typically fulfill multiple roles, including modeling best practices, supervising practica, and serving as college course instructors. This arrangement facilitates the development of theory/practice connections in students. Unfortunately, the field does not have the same strong history in programs preparing early childhood teachers to work in K-grade 3 settings. Conceptually, those programs can learn from one another. The Professional Development School movement in public schools recognizes that practitioners share equally in the preparation of new teachers. These schools are designed to provide professional development that enables new teachers to be inducted into schools that represent what might be, not just what is. In reality, that is not the case. Part of the mission of the PDS movement should be to ensure that excellent schools are selected and able mentors are trained to work alongside of prospective early childhood educators. Without rigorous criteria for early childhood mentors who use age appropriate methods and can make content accessible to all the children they teach, field-based programs will simply be another way to prepare teachers for what is, not what could be. The report of the National Commission on Teaching and America's Future (1996), a bipartisan report containing clear recommendations for professional preparation, notes that the single most important school factor in determining student achievement is the teacher. Early childhood programs must find and train the most capable mentors in the field, particularly for kindergarten and primary settings.

- *Early childhood professional preparation should be linked and interconnected in interdisciplinary preparation programs.* Higher education institutions must chart new ground in providing interdisciplinary programs that prepare professionals whose roles will require collaboration in service delivery (see Miller et al., this volume). The trend toward interdisciplinary programs reflects the collaborative ventures that are defining the field. The concept of coordinated, comprehensive services, and collaboration with others for the well-being of children and families, is well known to many human service professions. Professional preparation of this nature has been

recognized by other educational organizations, the U.S. Department of Education, and private funding agencies to support changes in those institutions of higher education that are creating interdisciplinary models of professional preparation. Although interdisciplinary preparation programs present new and important challenges to the field, professional preparation programs must find ways to join together with others for the well-being of children and families if inclusive practices are to be most effective (Bergen, 1997; Council for Exceptional Children [CEC], 1996; Kagan & Cohen, 1997; NAEYC, 1996; Surbeck, 1995).

- *Early childhood educators must be prepared to teach culturally, linguistically, and cognitively diverse populations of children.* The increasing diversity of our society means that early childhood educators must be sensitive to multiple populations, sending the consistent message that they value the ethnic, cultural, racial, cognitive, and linguistic diversity of the children and families with whom they interact (Kagan & Cohen, 1997; Kushner & Ortiz, this volume). Whether young children feel accepted or alienated in early care and education programs sets the stage for subsequent attitudes about, and performance in, school (Phillips & Crowell, 1994). One way to increase the diversity perspective of early childhood educators is through effective mentoring in diverse settings with underrepresented populations. Strong mentoring is essential if prospective teachers are to implement thoughtful teaching approaches for all students. Without an able role model, the efforts of prospective teachers to become more responsive to the needs of diverse students are likely to be ineffective. When prospective teachers cannot apply their newly emerging sensitivity to the needs of children and their families, the knowledge they are gaining in pre-service courses cannot be used (Darling-Hammond & Cobb, 1996; Zimpher & Ashburn, 1992).

- *Ongoing faculty development.* Faculty who are expected to teach courses or supervise students in areas out of their specific expertise need to be retooled. Much of this retooling should be in the areas of adapting classrooms to the needs of individual learners, implementing inclusive approaches, and training for diversity. Institutions must find better ways to support the professional development of faculty so they can provide leadership for new teachers. Just as children need to be challenged with new learning opportunities, so too do faculty require support for learning and scholarship that is connected to their teaching and to the problems of schools and children. Equally important are opportunities for faculty to strengthen their pedagogical skills in order to help prospective teachers integrate the knowledge, skills and dispositions they need to become competent and caring teachers of all children.

  As faculty roles and responsibilities change in teacher preparation, so too does the support for pedagogical development and scholarship need to change. A good example is the development of case-based teaching and problemsolving approaches to learning to teach. "Advocates of case-based teacher education see the use of cases as one way to situate teacher learning in problems of practice. Through the analysis of cases, teachers learn the concepts in ways that reveal their use and practice the kind of reasoning and problemsolving that 'real' teaching entails" (Feiman-Nemser & Remillard, 1996, p. 83). Case-based teaching connects students with the real problems of children and schools and offers a provocative way to experience the issues of diversity, families, inclusion, and ethics as students figure out how to approach these problems.

- *Early childhood professional preparation programs must have plans to recruit and retain a new, more ethnically diverse generation of early childhood leaders, including university faculty.* The need to bring new and diverse people to the early childhood profession is critical. To this end in 1999, NAEYC created a Leadership Development Panel. The Panel is charged to study, inform, and make recommendations regarding the issues and related actions associated with creating and sustaining a process of leadership development as a defined role and function of the Governing Board and an integral part of the Association's activities. The Leadership Panel is addressing issues related to identifying leaders and creating strategies for developing the next generation of leaders. The charge and purpose of the Panel are described in appendix C.

- *Early childhood personnel must receive more adequate compensation.* Adequate compensation is a way to make significant gains in the field. To attract high quality personnel for professional preparation, the field must adequately compensate early childhood professionals at all levels and in both public and nonpublic settings. While policy can be set through standards to be required for certification and licensure, until the field finds ways to enhance early childhood professionals' salaries, we are not likely to make significant gains (Kagan & Cohen, 1997; National Education Association, 1998).

What are the Future Research Directions and Implications for Policy and Practice?

There is very little research evaluating the effectiveness of early childhood professional preparation programs on child outcomes (Bredekamp, 1996). While the field has produced discussions specifically related to academic disciplines and teaching practices (Bredekamp & Rosegrant, 1995), these discussions are not strongly based in empirical research. Further, they do not address the relationship between how teachers are prepared and children's learning. Research on early childhood professional preparation must be conducted around the authentic needs of children, settings, and families and around the effects of preparation programs on children's learning and well-being. If we are to prepare teachers to face the challenges of the full spectrum of early childhood from birth through age 8, research in the field must address the following questions:

- How can the field obtain deeper and more accurate information about the early childhood program features that best prepare teachers to face the realities of today's schools?
- What is the impact of "exemplary" early childhood teacher preparation programs on child outcomes? In what ways must professional preparation programs change in order to prepare teachers to have a more positive influence on children's outcomes?
- What should beginning early childhood teachers know (content knowledge) and what skills (pedagogical knowledge) will they need in order to be effective, and how can these be most validly assessed?
- What are the organizational and structural features of early education programs that enable an integrative or interdisciplinary approach to curriculum, and what impact will this approach have on the performance of teachers?

Addressing these research questions leads to the following recommendations:

- *Launch a national study that will provide the field with accurate baseline data about the number of early childhood professional preparation programs offering early childhood degrees at the initial level, the number of*

nationally approved programs, and the institutions that have been recognized as having outstanding early childhood professional preparation practices. The research for this chapter uncovered troubling gaps in our information. Although isolated sources of information are available (e.g., appendix D), there is no central research base that can be accessed for information about (a) the number of programs offering early childhood baccalaureate or initial licensure at the master's degree level, (b) how many early childhood professional preparation programs are housed within institutions of higher education that have national accreditation and/or regional and state accreditation, and (c) which early childhood professional preparation programs have been recognized by the field as having exemplary practices.

- *Provide in-depth knowledge and case studies of exemplary practices in various early childhood professional preparation programs, and how these practices impact the performance of early childhood educators and outcomes for children.* Case studies of nationally recognized programs and practices would provide important information for the field. These studies should address the unique preparation for prospective early childhood teachers in liberal arts, pedagogy, or the linkages between the two. Currently, there is little access to such information for programs wishing to strengthen either or both of these aspects of preparation. The field also needs information regarding supportive infrastructures that enable exemplary practices to flourish. In the same vein, it also needs information on how formative and summative evaluation methods are used to modify or design new iterations of professional preparation programs. Such research concerning teacher education would be congruent with the notion of relevant and meaningful early childhood education. This research should include support for on-site visitations for 1-3 days to conduct interviews with faculty, administrators, and students, and classroom visitations in order to capture the richness of particular features of preparation.

  This chapter is a first step in providing the field with what it needs---a series of case studies that provide in-depth information regarding the exemplary practices cited here. Access to this kind of information is essential if the field is to move forward in a systematic way that is grounded in research. Developing case studies to illustrate these practices will encourage discussion and build continuity within the profession. Institutions that have successfully found ways to provide prospective early childhood teachers with the tools they need to support children and families need to share that success with the field so others can apply it confidently and competently to their local institutional needs. A bank of case studies can provide the field with the vehicle for discussing the dilemmas that challenge the profession's ideals and standards.

- *Conduct research that describes how early childhood professionals develop ethical behaviors and how they confront ethical issues in meeting the needs of children and their families in today's early childhood settings.* A proposal from the American Educational Research Association's Equity Committee of Division K (AERA Proposed Equity Policy, 1997) urges the field to conduct research on equity issues related to teaching and learning, and teacher education in diverse settings. This area of research has been noticeably absent, yet it has been highly touted as necessary in teacher preparation. Without this research base, adequate preparation cannot be ensured (AERA Proposed Equity Policy, 1997).

- *Document the process and study the impact of collaborations among the diverse departments, schools, and colleges that participate in early childhood teacher preparation within higher education institutions.* New

research is needed about organizational forms of professional preparation, such as Interprofessional Education, Unified Programs, and Professional Development Schools. There are few, if any, studies that evaluate models of preparing prospective teachers with the knowledge, self-awareness, and experience that are needed to collaborate. For example, Professional Development Schools do not have enough authentically trained early childhood mentors to prepare teachers who are grounded in early childhood practices. It is clear that changes must occur in programs if they are to address the convergence of fields and disciplines, as well as share preparation with practitioners. University faculty must provide the research base that will enable the field to move ahead on these fronts. In conducting research, however, all partners need to collaborate and have their contributions valued, including public school representatives as well as university faculty.

- *In line with the increased emphasis on results-based accountability, conduct research and evaluation studies of new organizational forms of professional preparation such as interprofessional education, unified or "blended" programs, and Professional Development Schools as they influence outcomes for teacher candidates and the children they serve* (Darling-Hammond, 1994; Kagan et al., 1997). New approaches to early childhood professional preparation also need research to identify the structures and practices that work in early childhood teacher preparation programs. Identifying indicators of effectiveness on interdisciplinary teams, exploring methods and areas of need for faculty development and evaluation, improving interpersonal skills on interdisciplinary teams, identifying methods for preparing of faculty for interdisciplinary teaming, generating strategies for changing administrative patterns in higher education, and developing case studies—these are but a few areas of needed research (see Miller et al., this volume).

Implications for Policy and Practice

The findings of this chapter suggest the following recommendations for policy and practice:

- *Increase the number of approved early childhood professional preparation programs within accredited higher education institutions* (National Association of Early Childhood Teachers Educators [NAECTE] & National Association of Early Childhood Specialists in State Departments of Education [NAECS/SDE], 1993). New standards and expectations for student performance require new standards, expectations, and processes for teacher preparation. Accreditation is one approach to improving the quality of early childhood professional preparation programs that meet the minimum standards. The process of rigorous self-study and aligning programs with nationally approved early childhood professional standards enable good programs to move along the continuum to become excellent ones. Ultimately, standards represent the kinds of knowledge and skills that early childhood teacher candidates must acquire and that professional preparation programs must address (Association of Teacher Educators [ATE] & NAEYC, 1991; Darling-Hammond, 1997; Kagan & Cohen, 1997). Each institution must create a supportive infrastructure for resources to support the development of nationally approved programs. A continued effort to promote national accreditation gives local early childhood programs the support they need to gain institutional resources to develop, maintain, and redesign high quality early childhood teacher education programs. While national accreditation carries with it extensive costs to institutions, and while some programs are not housed in institutions that are in a position to apply for NCATE accreditation, it does offer a framework

for quality control while ensuring loyalty to the historical perspective and needs of particular institutions and local issues and needs.

- *Enhance the capacity of early childhood faculty to address the contemporary professional issues of inclusion, diversity, family development, ethics, advocacy, and content and performance standards in education.* The quality of early childhood teacher preparation programs depends largely on the competence of the faculty. It is therefore recommended that the knowledge, dispositions, and experience of faculty be the primary criteria for assignment to programs and that mechanisms for continued faculty development be enhanced. For example, to prepare students to teach in inclusive settings, early childhood faculty must be skilled and informed in "methods of curricular adaptation for these children, and attitudinal perspectives needed for success as a teacher in inclusion settings" (Bergen, 1997, p. 163). Likewise, there must be a similar commitment on the part of universities and school systems to provide the development necessary for presently employed mentors and administrators to implement the same high quality practices that are taught in higher education. Early childhood teacher education programs can reinvent themselves by looking to the NAEYC guidelines to create stable, high quality professional preparation systems.

- *Recruit and retain a diverse pool of early childhood leaders, including university faculty, to prepare the next generation of early childhood educators.* As discussed earlier in this chapter, NAEYC has instituted a panel to promote leadership in the field of early childhood education. Diversity in leadership is an important goal of this panel. Similarly, a current goal of most institutions of higher education is to enhance the diversity of students and faculty. Institutions of higher education must invest the same energy in the retention of competent, diverse early childhood faculty as they do in the recruitment of those faculty. This implies that institutions must define specific supports to ensure that a diverse early childhood faculty is maintained. Related to teacher preparation, NCATE examines the demographics of students and faculty in teacher education units during the accreditation process, encouraging institutions to institute policies and procedures to increase the diversity in teacher education at all levels. All of these promising practices need to be continued. Additionally, the relevant professional organizations, accrediting bodies, and universities and colleges are encouraged to work together to share successful strategies and develop collaborative programs to further increase diversity in the next generation of early childhood faculty and other professional leaders.

- *Develop a plan of action to inform and influence administrators in higher education and in the schools concerning research-based early education and teacher preparation.* The field must be proactive in educating administrators about the specialized knowledge base in early childhood education, and how that will influence the success of the children in their schools. New state or district policies, which frequently change, often mean constant shifts in teaching practices and focus. Having a plan to collaborate with administrators about research-based early childhood education can circumvent the cynical and share the guiding principles of teaching and leading that are best for all children.

- *Fund initiatives and create structures that actively blend research, policy, and practice to benefit early childhood professional preparation.* The establishment of a "Research, Policy, and Practice" Special Interest Group within NAEYC has great potential to influence future policy and practice of all the stakeholders impacting implementation of high quality early childhood professional

preparation. The connection between research, practice, and policy addresses issues of relevance; that is, it forces researchers to address the real concerns and issues of early childhood teacher preparation programs and their relationship to children in a variety of early childhood settings. The field of early childhood cannot be disconnected from the systems in which we work and the systems we aim to assist (Kennedy, 1997).

- *Adjust licensure patterns across the states to prevent inconsistent and conflicting pre-service early childhood requirements.* The Association of Teacher Educators [ATE] and NAEYC (1991) have recommended that there be congruence of the degree, licensure, and certification across all 50 states. The common thread in licensing early childhood educators should be preparation to practice responsibly in early childhood settings in order to be able to meet the unique learning needs of young children. Creating uniform birth through age 8 licensure patterns across the states would acknowledge that young children have unique learning needs, and that teaching these children requires professional preparation with a distinctive knowledge base (NAEYC, 1996). It would also assist institutions of higher education to reconcile professional standards, learned society guidelines, and PreK-12 standards as they restructure early childhood professional preparation programs.

- *Agree on the nomenclature used to designate early childhood educators and to describe programs.* The profession should come together on a common body of professional language to assure consistency of interpretation and application. It is time to revisit the NAEYC position statement on nomenclature, developed in 1984 and subsumed into NAEYC's later position statement on professional development (NAEYC, 1993) to ensure internal consistency of communication within the field and to those outside the field. It is also time to update that paper to clarify new terms, such as "early interventionist," that have entered the field since then.

- *Increase the professional status of early childhood educators through improved salaries, articulation agreements, and professional development activities.* Policy can be set through standards to be required for certification and licensure. However, until we find ways to enhance early childhood professionals' compensation, we are not likely to make significant gains in the field. Grants to states, tax incentives to corporations, and deductibles for families who place their children in accredited centers and schools will encourage more professionalism and more interest in preparing better professionals for early childhood education. The move to incorporate the Child Development Associate (CDA) and technical schools preparation of early childhood practitioners into a career ladder should be supported with higher education articulation agreements. Finally, a richer set of professional development activities via technology and the use of model demonstration sites can enhance the career ladder for early childhood educators.

This chapter has raised serious questions and challenges that face the professional preparation of early childhood practitioners. These challenges take into consideration the profound effect of changes in American families, perspectives on the preparation of teachers at all levels, and political influences on early childhood education, along with a new era of sensitivity to cultural diversity and young children with special needs. The field must continue to define itself as it faces the challenge of preparing strong professionals for the multiple settings and roles in which early childhood practitioners are being prepared to work.

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Appendix A

Guidelines for Teacher Preparation

Domains Addressed by NAEYC Guidelines for 4- and 5-Year Institutions (Initial Certification)

Child Development and Learning
Curriculum Development and Implementation
Family and Community Relationships
Assessment and Evaluation
Professionalism
Field Experiences

Domains Addressed by DEC/CEC Guidelines for 4- and 5-Year Institutions (Initial Licensure)

Child Development and Learning
Curriculum Development and Implementation
Family and Community Relationships
Assessment and Evaluation
Professionalism
Field Experiences

Interstate New Teacher Assessment and Support Consortium (INTASC)

The teacher

- understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- uses individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- fosters professional relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Appendix B

Selected ECE Professional Preparation Programs: Characteristics, Special Features, and Contact Information

College/University	Type of license	Degree(s)	Features	Recognition Status	Contact
1. Arizona State University Tempe, AZ 85287	K-Grade 8	B.A.E.	Interdisciplinary Preparation	Expert referral	Dr. Elaine Surbeck Associate Professor Division of Curriculum and Instruction Phone: 602-965-6034 Fax: 602-965-0223 Email:esurbeck@asu.edu
2. Auburn University Auburn, AL 36849-5212	N-Grade 8	B.S.	Constructivist Professional Development	NCATE / NAEYC approved program	Dr. Janet Taylor Prof. & Coordinator - ECE Dept. Curriculum and Teaching Phone: 334-844-4434 Fax: 334-844-6789 Email:taylorj4@mail.auburn.edu
3. Bank Street College New York, NY 10025-1898	PK-Grade 6	M.S. Ed	Field Experiences Child Development and Learning Practices	Expert referral	Dr. Linda Levine Chair Teacher Education Department Phone: 212-875-4480 Fax: 212-875-4753 Email: lrl@bnkst.edu
4. Erikson Institute Loyola University - Chicago Chicago, IL 60611	Birth-Grade 3	B.A. M.Ed.	Program Design	Expert referral	Barbara Bowman President Erikson Institute Phone: 312-755-2250 ext. 2275 Fax: 312-755-2255 Email: bbowman@erikson.edu
5. George Mason University Fairfax, VA 22030-4444	P-Grade 3	M.Ed.	Diversity Practices Interprofessional Preparation	NCATE / NAEYC approved program	Dr. Sylvia Sanchez Associate Professor Graduate School of Education Phone: 703-993-2041 Email: ssanche2@gmu.edu or Dr. Eva Thorp Associate Professor Graduate School of Education Phone: 703-993-2035 Fax: 703-993-2013 Email: ethorp@gmu.edu
6. Michigan State University East Lansing, MI 48824-1030	K-Grade 5 and ECE endorsement (Birth-Age 8)	B.S. in child develop-ment plus 5th year internship in in education	Child Development and Learning Practices	MSU Lab school is accredited by the National Academy of Early Child-hood Programs	Dr. Marjorie Kostelnik Chair, Family and Child Ecology College of Human Ecology Phone: 517-355-7680 Fax: 517-432-2753 Email: kostelni@msu.edu

College/University	Type of license	Degree(s)	Features	Status	Contact
7. Oklahoma State University Stillwater, OK 74078-6122	PK-Grade 3	B.S.	Program Design	NCATE / NAEYC approved program	Dr. Mona Lane Assistant Professor Department of Family Relations and Child Development Phone: 405-744-8355 Fax: 405-744-2800 Email: mlane@okway.okstate.edu
8. New York University New York, NY 10003-5460	PK-Grade 6	B.S.	Constructivist Approach	NCATE / NAEYC approved program	Dr. Frances O'Connell Rust Professor Dept. of Teaching and Learning Phone: 212-998-5463 Fax: 212-995-4049 Email: fr1@is2.nyu.edu
9. Pacific Oaks College Pasadena, CA 91103	P-Grade 12	B.A.	Diversity Practices	Expert referral	Dr. Deborah Owens Director, Academic Services Phone: 626-397-1395 Fax: 626-583-6032 Email: dowens@pacificoaks.edu Or Dr. Elizabeth Jones Director, Distance Education Phone: 626-397-1320 Email: Betty_Jones@convene.com
10. University of Cincinnati Cincinnati, OH 45221	PK-Grade 3	B.S.	Field Experiences	NCATE / NAEYC approved program	Dr. Anne Dorsey Professor Early Childhood / Special Education Phone: 513-556-3808 Fax: 513-556-3764 Email: anne.dorsey@uc.edu
11. University of Delaware Newark, DE 19716	Birth-Age 5 K-Grade 4 ECSE	B.S.	Diversity Practices Family Involvement	NCATE / NAEYC approved program	Dr. Kate Conway-Turner Professor and Chair Dept. of Individual and Family Studies Phone: 302-831-8490 Fax: 302-831-8776 Email: katect@udel.edu
12. University of Kentucky Lexington, KY 40506	Birth-Age 5	B.S.Ed	Family Involvement Interdisciplinary Preparation	NCATE / NAEYC approved program	Dr. Mary Louise Hemmeter Associate Professor Dept. of Special Education Phone: 606-257-7905 Fax: 606-257-1325 Email: mlhemm@pop.uky.edu

College/University	Type of license	Degree(s)	Features	Status	Contact
13. University of South Carolina Columbia, SC 29208	K-Grade 4	MAT	Family Involvement Field Experiences	NCATE / NAEYC approved program	Dr. Irma VanScoy Associate Professor Dept. of Instruction and Teacher Education Phone: 803-777-6820 Fax: 803-777-3068 Email: vanscoy.irma@sc.edu
14. University of Vermont Burlington, VT 05405	P-Grade 3	B.S.Ed	Program Design	NCATE / NAEYC approved program	Dr. Jeanne Goldhaber Associate Professor or Dr. Dale Goldhaber Associate Professor Dept. of Integrated Professional Studies Phone: 802-656-4050 Fax: 802-656-2687 Email: jeanne.goldhab@uvm.zoo or dale.goldhab@uvm.edu
15. Wheelock College Boston, MA 02215	PK-Grade 3	B.S. or B.A.	Interdisciplinary Professional Preparation Field Experiences	Expert referral	Dr. Susan Harris-Sharples Chair Graduate Care and Education Department Phone: 617-734-5200, ex . 226 Fax: 617-566-7369 Email: ssharples@wheelock.edu

Appendix C

NAEYC's Leadership Development Panel

Charge

The Leadership Development Panel is charged to study, inform, and make recommendations regarding the issues and related actions associated with creating and sustaining a process of leadership development as a defined role and function of the Governing Board and an integral part of the Association's activities.

Purpose

The Leadership Development Panel's purpose is to respond to its charge by addressing leadership development in the broadest context with a focus on creating a process for continuous development of the leadership required to carry out the roles and responsibilities required of NAEYC Governing Board members as stewards of the Association. Tasks include: (a) clarifying and communicating well the responsibilities of serving on the NAEYC Governing Board and the criteria identified for selecting candidates; (b) developing strategies and related actions to ensure an ongoing process for cultivating, identifying, and mentoring leaders at all levels; and (c) identifying the barriers to qualified leaders' willingness to serve on the Board and developing recommendations to address these issues.

Appendix D

Number of Early Childhood Baccalaureate Degree Programs Offered Within States

Alabama	16	Missouri	12
Alaska	1	Montana	-
Arizona	1	Nebraska	2
Arkansas	2	Nevada	-
California	4	New Hampshire	1
Colorado	2	New Jersey	6
Connecticut	5	New Mexico	2
Delaware	2	New York	10
DC	5	North Carolina	14
Florida	4	North Dakota	2
Georgia	21	Ohio	10
Hawaii	1	Oklahoma	10
Idaho	1	Oregon	2
Illinois	16	Pennsylvania	31
Indiana	8	Puerto Rico	2
Iowa	9	Rhode Island	1
Kansas	5	South Carolina	20
Kentucky	2	Tennessee	11
Louisiana	8	Texas	11
Maine	2	Utah	4
Maryland	8	Vermont	5
Massachusetts	24	Virginia	7
Michigan	7	Washington	3
Minnesota	5	West Virginia	3
Mississippi	3	Wisconsin	14

Source: From "Degrees offered by colleges and subject," in *The College Blue Book* (26th ed.). New York: Simon & Schuster, 1997.

Chapter 2

reparing Early
hood Professionals
Vork with Families

Preparing Early Childhood Professionals to Work with Families

Douglas R. Powell

There is growing recognition in the United States that high quality early childhood programs actively work with families in support of children's development and learning. This understanding is gradually taking hold in response to research on the profound influence of families on children's developmental outcomes, sociopolitical developments that underscore the rights and responsibilities of parents, education reform movements that view parents as powerful change agents, and calls for stronger support systems within communities to enable young children to succeed in an increasingly global economy.

The U.S. Department of Education's "Partnership for Family Involvement in Education" initiative reflects many of these trends in its mission to increase opportunities for families to be more involved in their children's learning at school and at home, and to use family-school-community partnerships to strengthen schools and improve student achievement (Moles, 1996, 1997). According to the National Education Goals Panel (1991), families are critical educational environments for children (Goals 1 and 8). Further, legislative provisions now legitimize the importance of including parents' perspectives in decisions about the educational programs for children with special needs (e.g., Individuals with Disabilities Education Act).

Personnel preparation programs are searching for ways to enable early childhood staff to appropriately engage families in support of children's learning and development. What knowledge and skills do early childhood professionals need for effective work with families? How might these competencies be appropriately developed and supported? This chapter addresses these questions in an effort to describe important research findings and lessons from exemplary programs of professional preparation in early childhood education. The chapter is organized into the following sections: issues; barriers; promising developments; lessons from model personnel preparation programs; and needed directions in policy, practice, and research.

Issues in Preparing Early Childhood Educators to Work with Families

The interest in preparing early childhood personnel to work effectively with families occurs in the context of a significant shift in ideas about how best to approach relations between families and early childhood programs. It also occurs at a paradoxical time: standards for personnel preparation programs and for early childhood programs offer relatively clear guidance on the importance of working with families, and yet studies of actual practices show limited attention to relations with families in personnel preparation programs and in early childhood programs.

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Changing Perspectives on Relations Between Families and Early Childhood Programs

Early childhood programs in the United States have long demonstrated a deep interest in fostering communication and coordination with families (for a review, see Powell, 1991). The early childhood field has been a pioneer in generating innovative approaches to working with parents, especially in comparison to the historical lack of attention to parents in elementary and secondary education. Much of the effort in early childhood programs has been driven by a widespread belief that parents are a child's first and most significant teacher, and that if early childhood programs are to exert a positive, lasting influence on a child's development, it is beneficial for program experiences to be compatible with experiences in the home.

Historically, the early childhood field has embraced two contrasting approaches to parent-teacher relationships (see Powell & Diamond, 1995). Practices that view parents as learners in need of expert information and advice about child rearing were prevalent through the 1950s and continue to be a part of the field today. For example, educational classes for parents were a key part of the nursery school movement in the first half of this century, and historically it has been generally assumed that professionals know more than lay persons about the ages and stages of child development.

Beginning in the 1960s, the field increased attention to strategies involving parents as partners with educators in program decisionmaking. A confluence of forces, including the civil rights movement and changing demographics of the United States, heightened sensitivity to issues of race, ethnicity, class, and culture. Called into question were the presumed superiority of professionals in decisions affecting children, and the dominant role of mainstream culture perspectives in expert knowledge and program practices. For instance, parent-oriented early childhood programs for low-income and/or ethnic minority families were criticized for imposing white, middle-class values (Laosa, 1983) and for adhering to an "incompetent mothering hypothesis" that assumed there were deficiencies in program participants' home environments (Baratz & Baratz, 1970).

Thus, until the 1970s, the early childhood field's commitment to working closely with parents was manifest in an image of programs providing professionally determined services *for* families rather than collaboratively *with* families. For example, standards of program quality in early childhood education have been defined by professionals with minimal attention to parent perspectives (Larner, 1996; Powell, 1997), and research on parents' views of program quality has been limited, except for examinations of the extent to which parent assessments approximate professional assessments of quality (e.g., Cryer & Burchinal, 1997).

More recently, however, the themes of partnership, equality, respect, and genuine collaboration with families within their community contexts have been dominant in the early childhood field. This pattern mirrors a general societal trend over the past several decades, realigning the traditional balance of power in the relation of families to professionals and social institutions (Tyler, Pargament, & Gatz, 1983). Additionally, it is increasingly recognized that early childhood professionals often work with families from cultural, ethnic, and linguistic groups that differ from their own, and ongoing efforts to strengthen skills and knowledge in working with diverse families are an essential part of professional preparation (Lynch & Hanson, 1992).

The Ideals: Standards for Personnel Preparation and Early Childhood Program Practices

Knowledge and skills in building relationships with families are a core part of the guidelines for the preparation of early childhood professionals set forth by the National Association for the Education of Young Children (NAEYC), the Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), and the National Board for Professional Teaching Standards (NBPTS) (NAEYC, 1996). The NAEYC guidelines for 4- and 5-year institutions indicate that programs should prepare early childhood professionals who

- establish and maintain positive, collaborative relationships with families;
- demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
- apply family-systems theory and knowledge of the dynamics, roles, and relationships within families and communities;
- link families with a range of family-oriented services based on identified resources, priorities, and concerns; and
- communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

The first, second, and last items listed above are also included in the NAEYC (1996) guidelines for associate degree-granting institutions and technical schools.

DEC/CEC personnel standards for early education and early intervention issued in 1996 expand upon prior position statements from DEC/CEC, NAEYC, and the Association of Teacher Educators (ATE) regarding personnel preparation. The standards recognize that "families provide the primary context for young children's learning and development" (NAEYC, 1996, p. 33) and that families should be engaged in a "mutual relationship via family-centered services rather than as recipients of professional expertise" (NAEYC, 1996, p. 34).

DEC/CEC standards call for higher education programs to prepare early childhood special educators to "establish and maintain positive, collaborative relationships with families" (NAEYC, 1996, p. 45) in ways that

- apply family systems theory;
- demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
- assist families in identifying their resources, priorities, and concerns regarding their child's development;
- respect parents' choices and goals for children;
- involve families in assessing and planning for individual children;
- implement a range of family-oriented services based on the family's identified resources, priorities, and concerns; and
- implement family services consistent with due-process safeguards.

NBPTS standards set goals for experienced, rather than novice teachers. NBPTS standards for early childhood/generalist certification include knowledge and skills in developing and maintaining family partnerships as one of eight areas. Programs are to prepare early childhood teachers to "work with and through parents and families to support children's learning and development" (NAEYC, 1996, p. 95). Specific competency areas indicate that NBPTS-certified teachers should be able to

communicate effectively with parents and families to inform and enhance support for children's learning; work effectively with family and community volunteers in classroom and school activities; assist families in supporting children's learning and development at home; work effectively with parents in decisionmaking roles and on policy issues; and assist families in obtaining supports and services to help their children. NBPTS standards for personnel preparation in early childhood also reflect the more general guidelines for early childhood program quality established by NAEYC and DEC.

The NAEYC statement on developmentally appropriate practice (Bredekamp & Copple, 1997) calls for reciprocal relationships between teachers and parents based on mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals. Teachers' collaborative partnerships with families are to include regular, frequent two-way communication, and parents are to be welcome in the program and participate in decisions about their children's care and education. In addition, early childhood teachers are to acknowledge parents' choices and goals for children; teachers and parents are to share their knowledge of the child and understanding of children's development and learning as part of day-to-day communication and planned conferences; and teachers are to support families in ways that maximally promote family decisionmaking capabilities and competence. Lastly, early childhood programs are to involve families in assessing and planning for individual children, and to link families with a range of services, based on identified resources, priorities, and concerns.

The recommended practices regarding quality in programs for infants and young children with special needs developed by DEC also provide clear statements about the participation of families in program services (DEC Task Force on Recommended Practices, 1993). The beliefs and values that underlie the DEC-recommended practices include the following: "people (families and service providers) are competent and can become more so"; "family is self-defined"; "family participation is essential in all levels of program (e.g., hiring, model planning, implementation, evaluation)"; "in order to achieve participation in all levels, there must be a variety of ways for families to participate"; "family participation options must be flexible"; "family participation is enhanced when we give families what they ask for"; "the family's interaction and decisionmaking styles must be respected"; and "families know what they need to enhance their development"; and "families bring to the partnership knowledge and information that is reliable and valuable."

Finally, the performance standards for Head Start, this nation's largest federally supported early childhood program, have long included numerous provisions for parent participation in program decisionmaking. Some analysts have claimed that parent involvement is central to Head Start's success (e.g., Zigler & Muenchow, 1992).

The Realities: Practices in Personnel Preparation and Early Childhood Programs

Despite the consensus of early childhood standard-setting bodies, the topic of family-school relations is not a major content area in many teacher preparation programs. A recent survey of teacher educators in 161 departments, schools, and colleges of education in the United States found that few strongly agreed that the teachers, principals, or counselors graduating from their programs were fully prepared to implement practices to involve families and communities in students' education, although most respondents indicated that these practices are valuable (Epstein, Sanders, & Clark, 1998).

The situation may be better in early childhood personnel preparation programs in states where family involvement is mentioned in teacher certification requirements. A survey of 60 teacher education programs in 22 states that mentioned family involvement in their certification requirements revealed that more attention was given to family involvement in the pre-service preparation of early childhood teachers than in K-12 programs (Shartrand, Weiss, Kreider, & Lopez, 1997). Specifically, early childhood teacher preparation programs had more required courses addressing family involvement, offered more hours of focused attention to family involvement, used guest speakers more frequently for introducing students to family involvement practices and issues, and had more courses dealing with an "understanding of parents" than did K-12 programs.

Further, findings of this study suggest the quality of education about family involvement may be higher at the early childhood than K-12 levels. Family involvement was integrated into the early childhood teacher education curriculum to a greater extent than in the K-12 teacher education curriculum; content on family involvement appeared in many courses and field experiences. Early childhood teacher preparation programs also made greater use of innovative methods for teaching family involvement (Shartrand et al., 1997).

Although this focus on family involvement is promising, among the 60 teacher education programs included in the Shartrand et al. (1997) study, training in family involvement typically focused on traditional approaches to working with parents. A majority of the programs gave attention to parent-teacher conferences (88 percent), parent teaching child at home (80 percent), parent as classroom volunteer (67 percent), and parent as school decisionmaker (63 percent). Fewer than one-half of the 60 teacher education programs addressed open house events (43 percent), communicating with parents (23 percent), and understanding parents/families (21 percent). Less than one-half of the programs required a full course (37 percent) or field placement (36 percent) on family involvement. However, family involvement was a part of a required course and student teaching in a majority of the early childhood teacher education programs (83 percent and 63 percent, respectively). The teaching methods were dominated by discussion (92 percent), required reading (90 percent), lecture (86 percent), and class assignments (73 percent). Slightly more than one-half used a case method (56 percent) or video/multimedia (55 percent). Fewer than one-quarter of the programs provided direct work with parents (23 percent), used guest speakers (21 percent), or offered role plays (10 percent) as a way of strengthening competencies in working with families.

A majority of the teacher education programs included in the Shartrand et al. (1997) survey reported plans to increase or change the current approach to family involvement training (36 of 60 programs). The planned changes seemed to be driven more by intrinsic interests such as anticipated benefits to students, teachers, parents, and society rather than by external forces such as state or institutional mandates. Of the programs not planning to make changes in family involvement training, the most common reason given was the absence of external pressure (47 percent).

Outside of higher education, what is the actual state of relations between families and early childhood programs? Available evidence suggests there are important differences across early childhood program settings regarding practices and attitudes toward work with families. Negative staff attitudes toward parents' child-rearing skills have been found in child care settings (Kontos, Raikes, & Woods, 1983). Communication between staff and parents also has been found to be minimal overall in child care programs, although there are important differences across programs (for a review, see Powell, 1989). One study found that public school kindergarten teachers often use

time-efficient methods of communicating with families, including written notes and large parent meetings, rather than more individualized approaches such as small parent discussion groups or home visits (Swick & McKnight, 1989). Other research has found limited forms of parent involvement in early childhood programs based in public schools (Mitchell, Marx, & Seligson, 1988). In contrast, a family focus appears to be prevalent in early intervention programs, especially in programs serving young children with disabilities (Beckman, Robinson, Rosenberg, & Filer, 1994).

A study of 280 early childhood teachers regarding aspects of family-centered programming found that early childhood teachers in public school programs reported significantly fewer positive beliefs about parents' child-rearing interests and abilities and lower self-perceived competence in relating to families than teachers in either child care or Head Start programs (Burton, 1992). Compared to Head Start teachers, both child care and public school teachers reported significantly more conflict about providing support services to families through their early childhood programs. The public school early childhood educators generally were in favor of increasing family involvement by including parent education activities that presumably could secure parental support for the teachers' curriculum. Because teachers in child care and Head Start programs are far less likely than early childhood educators in public school programs to hold a baccalaureate degree, findings from the Burton (1992) study suggest that advanced educational preparation by itself is not necessarily a predictor of strong relations with families.

Instruments designed to assess the quality of early childhood programs are another source for discerning the importance of families in early childhood practices. Seven early childhood program assessment instruments frequently used for determining the quality of early childhood settings were examined recently by Raab and Dunst (1997) to determine whether individual scale items adhered to the key principles of family support. Among the assessment instruments included in this analysis were the Early Childhood Classroom Observation Scale (National Academy of Early Childhood Programs, 1991) and the Early Childhood Environment Rating Scale (Harms & Clifford, 1980). Four principles of family support were considered: *partnerships* (e.g., equality between program staff and parents; trust and respect for one another; collaborative and reciprocal); *empowerment* (e.g., families who receive support become capable of acting on their own behalf; parents can be a vital resource to the program); *cultural competence* (e.g., program practices are sensitive to and respectful of the culture and values of the children and families they serve); and *building parenting strengths* (e.g., information and educational opportunities about parenting and child development are provided in response to parents' interests and concerns).

The analysis revealed that the instruments give limited attention to parents and families. All of the instruments include some items that directly assess some aspect of the relationship between parent/family and practitioner/program. However, in none of the instruments did parent/family items comprise more than 4 percent of the total number of items. All but one of the seven instruments had an item pertaining to family/program collaboration, and four had at least one item focused on cultural relevance to families. Three instruments had items pertaining to parent participation in program decisionmaking and governance. Further, three instruments had at least one item focused on program provision of opportunities for parenting education. Thus, instruments commonly used to rate the quality of early childhood programs give limited emphasis to parent/family and practitioner/program relationships.

Barriers to Preparing Early Childhood Educators to Work with Families

Three major barriers impede improvements in the status and amount of attention given to relations with families in early childhood personnel preparation programs: state certification requirements, theories guiding early childhood practices, and the dearth of practice strategies to help programs effectively engage families of diverse backgrounds.

Early Childhood Teacher Certification

State teacher certification requirements, which drive the structure and content of teacher education programs in higher education, generally do not include competencies in working with parents or families. A review of certification materials from 51 state departments of education (including the District of Columbia) found that only 22 states mentioned family involvement in any of their teacher certification requirements (Shartrand et al., 1997). Further, only 13 of these 22 states included references to family involvement in their early childhood certification. The review also found that family involvement was typically defined in unclear, imprecise terms; phrases such as "parent involvement," "home-school relations," or "working with parents" generally appeared with little or no explanation.

An earlier study of state trends in career development in early care and education, conducted in 1991, found that only 26 states required coursework in working with families, family issues, or the role of family and community relations as part of early childhood teacher certification. Nine states required competency in this content area and eight states required coursework and competency in this area as part of teacher certification (Morgan et al., 1993).

Theories Influencing Early Childhood Programs

Besides the barriers imposed by state certifications, an emphasis on families is also reduced by the dominant theoretical orientations in the early childhood field. Families and parents are not accorded significant status in the theories that have exerted the most influence on early childhood program practices. The deepest theoretical roots of early childhood program practices are based on comprehensive child development theories that emphasize individual growth and development and generally give more attention to internally produced developmental processes than to external influences (Hyson, 1996). Influential theories in the early childhood field have included maturationist, psychodynamic, and cognitive developmental views of child development (Weber, 1984). Social learning theory, which accords a good deal of attention to environmental influences on behavior, historically has not been a significant influence on early childhood educators. Theories that broaden the conceptual base of early childhood program practices to include the roles of families and parents in children's development and program activities have received limited attention in the early childhood field. These contextual theories include ecological perspectives on human development and family systems theory. Also pertinent are theories of adult development and learning (Hyson, 1996). All these theories have relevance for strengthening understanding of the family context of early childhood programs.

Dearth of Practice Strategies for Engaging Families in a Diverse Society

The conventional methods of working with parents generated by early childhood programs at earlier points in this century are increasingly impractical or inappropriate in today's world. The United States is a multicultural society comprised of diverse family forms and lifestyles. Program practices that assume a two-parent household with a mother fully at home and readily available for classroom volunteer work and other types of program support, for example, are difficult to implement in growing segments of the population, including middle-class suburbs. In addition to the significant number of mothers now in the paid workforce, welfare reform policies appear to be reducing the involvement of parents in programs such as Head Start (Parker, Piotrokowski, Kessler-Sklar, Baker, Peay, & Clark, 1997).

Adolescent parents are a good example of families typically facing stressful circumstances. Teenage mothers are less likely to complete high school and to go on to postsecondary education, to marry (or to avoid divorce if married), to avoid welfare, to be employed in a steady job, and to earn more than minimum wage than their age counterparts who do not become mothers early. Not surprisingly, children are unlikely to be successful when reared in these conditions (Brooks-Gunn & Chase-Lansdale, 1995). A recent conference on programs for pregnant and parenting teens and their children underscores the need for significant improvements in child care and responsive learning environments that keep the parent engaged in school and prevent school failure. Also recommended is an elimination of the fragmented professional services and funding streams that make it difficult for families to find needed services and basic supports (National Institute on Early Childhood Development and Education, 1999).

It is common for families living in high-risk circumstances to be labeled "difficult to reach." Professionals may assume that parents are disinterested in their children when attendance is low at conventional parent involvement opportunities such as conferences, open houses, and classroom volunteering. However, pressing family circumstances as well as value differences driven by social class and cultural background are more likely to be among the factors contributing to involvement in early childhood programs than lack of interest in children (Powell, 1994).

Profound demographic changes in recent years are matched in significance by the previously described ideological shift that replaces deficit-based approaches to families with a view of families as full and resourceful partners in their children's education and care. Some longstanding practices in program-family relations are not consistent with emerging ideas about families as genuine collaborators.

Overcoming Barriers: Some Promising Developments

Scattered throughout the early childhood field are some promising developments that address one or more of the three major barriers identified above. These developments provide guidance for large-scale efforts to improve the conditions under which personnel preparation programs impart knowledge and skills in working with families.

Teacher Certification

California and Minnesota have developed teacher certification requirements that provide major focus to competencies in working with families.

The California teacher certification requirements indicate that good early childhood practice must include approaches to families that, among other matters, recognize the family as an integral part of teaching the young child; encourage cooperation and collaboration among children, educators, family, and community; and foster an understanding of changing family patterns and their societal implications. The California requirements also specify necessary competencies and experiences in working with families: knowledge of cultural differences in children, families, and communities; ability to develop school-family relations, including communication with parents, parent involvement, and parent education; successful completion of student teaching, which includes experiences in working with parents and families at all levels; and knowledge of parent involvement in school programs (see Shartrand et al., 1997).

The State of Minnesota certification requirements call for a specialist in family and parent education. The core competencies for this specialization include knowledge of child development, family development, parent-child relationships, and adult education. The standards also call for competencies in working with diverse learners, skills in group-based and one-on-one (e.g., home visiting) methods, knowledge of effective verbal, nonverbal, and media communication techniques, and an understanding of formal and informal assessment strategies. The standards indicate that the parent and family educator is a reflective practitioner and ethical professional who supports parent and family learning and well-being through caring and effective relationships.

Broadened Theoretical Bases

Contextual theories of human development may be growing in importance in the early childhood field. For instance, the African proverb "It takes a whole village to raise a child" is cited widely. Growth of a contextualized view of children's development, in turn, may contribute to increased recognition of family and community contexts of children's development.

The revised National Association for the Education of Young Children (NAEYC) statement on developmentally appropriate practice in early childhood programs (Bredekamp & Copple, 1997) gives stronger attention to the role of families in children's development than the original statement (Bredekamp, 1987). Specifically, the revised statement indicates that "knowledge of the social and cultural contexts in which children live" is one of three major pieces of information upon which practices with young children are determined (Bredekamp & Copple, 1997, p. 9).

The expansion of early intervention programs, including the infusion of educational practices appropriate for children with special needs into regular early childhood programs, also has contributed to growing interest in the importance of working with families. Programs for children with special needs have long viewed parents and families as essential partners, partly because of legislative provisions for family participation in educational decisions affecting the child. Early childhood special education also has embraced behaviorism and social learning theory, especially the emphasis on adult modeling, to a greater extent than regular early childhood education. Notably, the revised NAEYC statement on developmentally appropriate practice recognizes the value of practices informed by social learning theory, such as teacher-planned instruction and structured activities, along with child-initiated activities that derive their theoretical support from the child development theories that have long dominated the early childhood field (Bredekamp & Copple, 1997).

Recent position statements directly highlight the limitations of maturationist views of child development and call for increased attention to the ways in which environments, including adult involvement, support or inhibit children's development. For example, the position statement on learning to read and write issued by the International Reading Association (IRA) and the NAEYC laments the persistence of a maturationist view of young children's development among early childhood teachers. The position statement criticizes the maturationist view of readiness in reading development as implying that "until children reach a certain stage of maturity, all exposure to reading and writing, except perhaps being read stories, is a waste of time or even potentially harmful" (IRA & NAEYC, 1998, p. 31). This shift in emphasis brings adults and families, as well as teachers, into the foreground of early childhood education.

Practice Strategies for Engaging Families in a Multicultural Society

In the past decade, practice strategies have been developed for engaging families in ways that are responsive to a range of diversity issues, to parents' rights and responsibilities in decisions affecting their child, and to the stressful circumstances faced by many families today. These strategies are in marked contrast with an earlier generation of program methods for parent involvement that were based on images of middle-class, two-parent household families and/or professional-knows-best approaches to working with parents.

Strategies for addressing issues of race, class, gender, disability, and social group stereotypes with parents are included in the anti-bias curriculum developed by Louise Derman-Sparks and colleagues under the auspices of the National Association for the Education of Young Children (Derman-Sparks & the A.B.C. Task Force, 1989). Collaborative sessions with parents in this curriculum focus on children's racial identity and awareness, anti-racist home and school environments, children with disabilities, and gender identity and sexism. There also are guidelines for joint parent/teacher problemsolving, for involving parents in curriculum development, implementation, and evaluation, and for resolving conflicts with parents. An important premise of the anti-bias curriculum, for instance, is that "respecting parents does not necessarily mean acquiescing to all their beliefs" (Derman-Sparks & A.B.C. Task Force, 1989, p. 97). Thus, it is important for teacher preparation programs to support aspiring early childhood educators to develop the skills of negotiation, problemsolving, and shared decisionmaking in multicultural settings.

One model of how early childhood programs can provide supportive services to families is the Parent Services Project (Link, Beggs, & Seiderman, 1997). This project seeks to ease family stress by empowering local parent committees to set policies, plan activities, and allocate funds for activities tailored to the interests of parents. Examples of activities are practical skills workshops (e.g., car repair, stress reduction), family outings with children, adult social events without children, and peer support programs. The project began in California and has been adopted by many early childhood programs nationally.

Numerous practice-based articles have been published in recent years that offer concrete tips on the development and maintenance of parent-professional partnerships in early childhood programs. The July 1997 issue of *Young Children* includes suggestions for finding common ground between families and schools (Coleman, 1997), parent-teacher intercultural communication (Sturm, 1997), and communicating with parents when their children have difficulties (Manning & Schindler, 1997). Also, the Reggio Emilia approach to early childhood education in Italy, which has generated significant interest in the United States, is a community of inquiry wherein adults, including families,

are engaged in ongoing dialog about children and appropriate program practices. It is a collaborative process with dialogs that enables adults to "uncover, examine, discard, and develop ideas about early childhood" (Kennedy, 1996, p. 27). When applied to program relations with parents, this approach can lead to insights about the gifts and potentialities of the child as well as shared understandings about work with the child.

The growing emphasis on joint parent-teacher decisionmaking about goals and planned experiences for children in early childhood programs, including the incorporation of family perspectives into the Individualized Education Plan and Individualized Family Service Plan, has led to the development of strategies for parent-teacher collaboration in setting goals for children with and without disabilities. For example, Murphy (1997) describes a planning process for parent and teacher decisions that results in goals for a child plus an understanding of the roles that parent and teacher are to assume in their respective relationship with the child.

Lessons from Model Personnel Preparation Programs

In summary, then, the early childhood field has well-defined standards for working with families, limited practices implemented in the field, and significant barriers to improved preparation of early childhood professionals. However, some personnel preparation programs have managed to overcome the barriers. This section identifies examples of research-based "best practices" and lessons from model personnel preparation programs in early childhood regarding the development of competencies for working with families. It is divided into sections on content and methods.

Content: Knowledge and Skills

Family systems and development

A starting point for professional preparation in working with families is a firm grounding in an ecological approach to understanding children and families. An ecological perspective assumes that child and family interaction, development, and functioning are embedded within a larger environment of community, cultural, and societal systems. Norton (1994) has suggested that the knowledge and skills needed by professionals for supporting families include an understanding of family systems, functions, processes, and development; variations in racial, ethnic, economic, sociocultural characteristics; societal attitudes toward disabilities in families; families' cultural responses to illness/disability; and developmental stages of parenthood, including variations by family background and child characteristics.

A logical, practice-oriented extension of a systems approach to individual and family development is the philosophy of a family-centered approach. The early childhood literature on working with families includes numerous recommendations for pre-service professionals to develop a family-centered philosophy as the foundation of all practice. For example, Larner (1995) has proposed four principles of family support as particularly applicable to early childhood programs: partnerships, empowerment, cultural competence, and building parenting strengths. In the early intervention field, McBride, Brotherson, Joanning, Whiddon, and Demmit (1993) point to three major values as encompassing family-centered practices: establishing the family as a focus of services; supporting and respecting family decisionmaking; and providing intervention services designed to strengthen family functioning.

Relationship-building skills

The quality of the interpersonal relationship between family and program staff is typically viewed by experts as the essential basis for strengthening child and family outcomes (e.g., Powell, Batsche, Ferro, Fox, & Dunlap, 1997). The field now emphasizes relationship building as a core activity of the early childhood educator. Renewed attention is being given to communication, empathy, conflict resolution, language and social class barriers, empowerment strategies, avoidance of parents becoming dependent on program staff, sensitivity, collaboration, cultural competence, respect, and advocacy as the building blocks of rapport and credibility.

Research points to parent and teacher confidence in each other as a foundation of healthy parent-teacher relationships. A field test in child care centers and family child care homes of two matching measures of the parent-caregiver relationship, one for infant-toddler caregivers and one for parents, revealed that confidence was a strong factor in both parent and caregiver measures, but the measures differed somewhat in the items comprising confidence (Elicker, Noppe, Noppe, & Fortner-Wood, 1997). Parents emphasized the caregiver's knowledge and skills, including trust of the caregiver to provide good care and to be a caring person, while caregivers emphasized open communication and agreement about caregiving issues, and the parents' child-rearing knowledge and skills. As noted in a previous section of this chapter, staff judgments about parents' child-rearing competence have been identified as an important attitudinal component of early childhood program practices vis-a-vis relations with parents (Kontos et al., 1983).

Consider also the findings of a study of parent-professional relationships in the development of Individualized Family Service Plans (IFSP) in three early intervention programs (Minke & Scott, 1995). Parents and professionals reported high levels of positive regard for close, personal relationships between parents and professionals. At the same time, staff members expressed a number of reservations about forming collaborative ties with parents. A major concern was whether families possessed the skills necessary for full participation in a collaboration. Most staff persons believed that at least some parents cannot be relied upon to act in the best interests of their children, and there were concerns about parents not following through on staff recommendations. In general, the professionals in this study offered largely negative views of families. There also were difficulties in shifting "out of the mode of dependent helper...where we do everything for the family" (p. 344).

It is important to recognize that parents and teachers have different perspectives on their relationship with one another. Recall that the items comprising confidence differed somewhat between parents and caregivers in the Elicker et al. (1997) study. The processes that result in confidence, then, may differ from parent and staff perspectives. Further, the Elicker et al. (1997) study found that a second factor in the parent-staff relationship—collaboration—also differed in emphasis by parents and staff. A third factor was unique to each measure: parents emphasized affiliation or friendship ties with the caregiver, whereas caregivers emphasized the caring capacities of the parent. The investigators also found that parents' and caregivers' views of their relationship often lacked congruence; it seems that parents and staff view their relationship with one another through somewhat different lenses.

Because different perspectives typically are operating in relationships between families and early childhood programs, communication and problemsolving skills commonly are viewed as cornerstones of "sharing information and feelings, team building, negotiation, reaching consensus, and resolving conflict" (McBride & Brotherson, 1997, p. 267). Four components of communication

seem critical: listening, questioning, reflecting feelings (i.e., reflecting back a family's members feelings with accuracy and sensitivity), and reflecting content (i.e., paraphrasing and summarizing the content of a family member's message) (see Winton, 1988). McBride and Brotherson (1997) identify a number of printed and video resources for enhancing communication skills.

A study of factors identified by parents and early intervention service coordinators as contributors to successful partnerships found that "builds rapport" was valued by both parents and service coordinators (Dinnebeil & Rule, 1994). Some of the specific ways that service coordinators reportedly used to build positive relationships with parents included disclosing personal information, showing enthusiasm about family accomplishments, and using active listening skills. Parents preferred service coordinators who provided information relevant to their child's or family's needs, demonstrated concern for the family's children, had a positive attitude toward the family, were parents of a child with a disability, and had general experiences with children. Service coordinators pointed to the consistency with which parents attended visits and their ability to follow through on activities discussed during the visits with the service coordinator as factors that made it easy to establish a productive relationship with families. Other research has found that specific help-giving styles (e.g., encouraging parents to make their own decisions) are associated with parents' perceived control of services in a family-centered early intervention program (Trivette, Dunst, & Hamby, 1996).

Relationship-building skills are especially challenged when families represent racial, ethnic, and/or social class groups that differ from the professional's background. The membership of a family needs to be defined by the family, for example, as family definitions may vary significantly by ethnic and cultural values (Powell et al., 1997). Knowledge of and skills in relating to culturally and economically diverse families are critical competencies for early childhood program personnel.

Early intervention specialists have been found to spend more time with families from different cultural backgrounds in eliciting concerns, in attempting to understand their needs and customs, and in explaining the IFSP process. Early intervention specialists also report that families from lower socioeconomic backgrounds are often concerned with basic survival needs (e.g., housing) and, as a consequence, tend to defer to professionals' judgments in setting IFSP goals, have difficulty in identifying their child's needs, and show reluctance in sharing information (DeGangi, Wietlisbach, Poisson, Stein, & Royeen, 1994). Accordingly, pre-service teachers must learn that recommended procedures should be adapted sensitively to each family's circumstance. For example, findings from a recent study raise questions about uniform use of a needs assessment procedure that requires parents to communicate their needs and interests as a basis of determining the scope of program services. Results of a study involving 63 early intervention programs and more than 350 parents suggest that family-needs-driven early intervention services may not lead to all families receiving what they need. As noted earlier, a prevalent idea is that parents are in a better position than professionals to identify their own needs. This has led to the practice of asking parents what topics, methods, or services they would like to receive, as opposed to professionals assessing needs on the basis of observation and parent-provided information. One would expect a family-needs-driven procedure would yield greater levels of assistance to parents having limitations in child-rearing resources. The study found, however, that parents with limited child-rearing resources were the least likely to receive service activities related to their needs. Parents reporting the greatest levels of services were those who had sufficient time to participate and the resources and personal skills needed to effectively negotiate services (Mahoney & Filer, 1996).

Gathering family information and individualizing approaches

Standards of program quality emphasize the benefits of organizing program experiences in ways that support a particular child's characteristics and family values, including parent goals for the child. Accordingly, pre-service professionals require knowledge and skills in gathering information from families in ways that involve parents as partners in formulating decisions about the nature of a child's program experience. For example, eco-mapping is a strategy for helping professionals and family members adopt a systems view of a family. Eco-maps enable professionals to learn about a family's perspective on its informal and formal supports, including the strength or quality of relationships with each resource or component (McBride & Brotherson, 1997). Among the many benefits of this approach is an awareness of what resources or supports might be viewed as intrusive by the family.

An ecocultural approach to family assessment has been developed by Bernheimer and Keogh (1995) for designing interventions for children with developmental disabilities. The approach is based on the idea that families "actively and proactively respond to the circumstances in which they live...and they build and organize environments that give meaning and direction to their lives" (Bernheimer & Keogh, 1995, p. 419). Parents' beliefs, goals, and values are central to their perceptions of the problems, their sense of what can be done, and their sense of what is important to be done. The ecocultural approach gathers information about daily routines (e.g., "What is a typical day like in your family? What happens from the time you get up in the morning until the time you go to bed?"). The information provides a portrait of the ways a family functions with a child with disabilities, and enables the interviewer to ask questions about parent goals and values regarding the child with developmental delays. Importantly, information about daily routines offers clues regarding the practicality and feasibility of recommendations for intervention; use of an intervention plan depends partly on how easily the activities can be incorporated into the daily lives of family members. Bernheimer and Keogh (1995) organized parents' stories about their daily routines into 10 areas called accommodation domains (responses or adjustments to the demands of daily life with a child with delays). While developed and currently implemented in the field of developmental disabilities, the approach of Bernheimer and Keogh (1995), like those described earlier, can inform early childhood practice in varied settings.

Collaborations

The work of early childhood educators now extends well beyond the classroom. Professionals from many different disciplines are increasingly involved in services to individual children and families. Moreover, the early childhood educator is often the "first stop" in a family's search for needed resources; few professionals have sustained contact with families. Accordingly, competencies are needed in collaboration and service coordination. Rosin and Hecht (1997) suggest the following for early intervention services: understanding federal and state rules and regulations related to Individuals with Disabilities Act (IDEA); understanding the early intervention system and its relationship to the broader community; knowing strategies for locating, gaining access to, and financing services on the IFSP; advocating for services with families; managing multiple priorities and responsibilities; and understanding the various approaches to service coordination and the impact of different approaches.

Methods for Developing Knowledge and Skills

"A pint of example is worth a pound of words" (Winton & DiVenere, 1995, p. 298) is a theme that runs through the literature on ways to help early childhood professionals strengthen their skills in working with families. While it is common for higher education institutions to add new *content* to a course or program in response to pressing societal issues, the development of competencies in working with families also requires an adaptation of the process or *methods* by which students are prepared to work with families.

The Shartrand et al. (1997) study of teacher education programs identified a number of methods, including: role play (e.g., negotiating differences of opinion with a parent, communicating with a parent about his or her child's poor performance or behavior, conducting a parent-teacher conference, explaining new curriculum, responding to a parent who is angry or upset); guest speakers (e.g., program graduates, parent-school coordinators); case methods, cultural immersion experiences, "know your community" data gathering strategies (e.g., parents determining what students need to know about the community); research (e.g., parent surveys, ethnographic interviews); self-reflection (e.g., journal writing); and interprofessional education (e.g., courses co-taught by nurses or social workers). Described below are some promising methods of helping professionals-in-training better understand the perspectives and experiences of families.

Parents as co-instructors

A model used widely in preparing personnel to work with young children with disabilities and their families is the parent as co-instructor approach. There are three goals of parents in co-instructor roles at the pre-service level (McBride, Sharp, Hains, & Whitehead, 1995). First, the relationship between parent and faculty member as co-instructors serves as a model of family-provider collaboration. Students observe first hand how the family-provider relationship can develop and the importance of effective communication to a healthy relationship. Second, parents as co-instructors can provide students with an affective understanding of family-centered practices. Theory often "comes alive" for students when they hear family stories and experiences. McBride et al. (1995) believe family stories are a foundation for helping students define family-centered practices: "If we have heard the pain or frustration that a parent feels as he or she describes being left out of a crucial decision related to his or her child's care, we question present practices and are stimulated to discuss options to provide families with choices and power to make decisions" (p. 34). Third, parents as co-instructors can infuse a family-centered perspective throughout a course or curriculum. In contrast to an occasional panel of parents who visit a class session, the continuing presence of a parent in a course co-instructor role helps ensure that family considerations will be incorporated into all course content.

The parent's scope of responsibility as co-instructor of a course can range from provision of family perspectives to a more comprehensive set of responsibilities that might include presentations of some course content and involvement in planning the entire course. The provision of family perspectives might include a parent sharing stories of his or her family's experiences with early education and family services as well as providing commentaries on student role-plays or case studies analyzed by students.

McBride et al. (1995) describe three levels of responsibility based on their experiences with parents as co-instructors in courses that pertain to working with families, assessment, and curriculum. Level

1: In a course offered by the Department of Exceptional Education at the University of Wisconsin-Milwaukee, a foster parent of a child receiving early intervention services participated in several class sessions by providing perspectives on her family's experiences. Level 2: In a course on early intervention programming in the Department of Human Development and Family Studies at Iowa State University, the parent co-instructor is the mother of an extremely premature child. The parent's contribution to the course includes the provision of family perspectives as well as teaching some of the content (e.g., communication and problemsolving skills, parent rights). Level 3: In a course on interdisciplinary issues in early childhood intervention offered through the School of Nursing at the University of Wisconsin-Madison, an interdisciplinary team responsible for the course includes a parent of a child with a physical disability. The parent is a full member of the planning, instruction, and evaluation of the course.

Decisions about the scope of responsibility for parent co-instructors also need to consider whether the parent will contribute to decisions about students' grades. Comfort levels of all parties concerned, including the sponsoring department and institution, may be best when the parent does not participate in the grading process. In other situations, partial input may be desired; for example, the parent may provide written feedback on assignments related to their expertise. At a higher level of parent responsibility, the parent has responsibility for assessing a portion of a student's grade; for example, the faculty member may grade an examination while the parent grades the students' write-up of a family interview. This latter option requires high levels of trust, competence, and clear delineation of grading criteria (McBride et al., 1995).

There is not a modal parent experience or a single family perspective, of course, and care must be taken to ensure that multiple parent views are offered in a course. In addition to the parent as co-instructor, it is essential to include families representing a variety of circumstances (e.g., single parent) and backgrounds (e.g., race, ethnicity, social class, family structure, age), as well as various family members (e.g., grandparents).

For faculty, the decision to teach a course with a parent in a co-instructor role requires changes similar to those faced by professionals who engage in family-centered practices through collaborations with parents. At issue is ownership of the course. In many ways, the experience of teaching with a parent as co-instructor is a staff development opportunity for the faculty member. As noted by McBride et al. (1995), when faculty and parent demonstrate that mutual learning can occur between a parent and professional, students learn that families educate providers just as providers educate families.

There is some evidence to suggest that students benefit from a course in which a parent serves as co-instructor. For example, McBride et al. (1995) report positive student responses to the Iowa State University course in which a parent served as co-instructor. Specifically, students significantly increased their knowledge of family-centered practice, increased their perceptions of their level of skills to implement family-centered intervention, and significantly changed their attitudes toward family-centered intervention.

Family practica

Sustained experiences with families are other useful ways of learning about families. One study found that teacher education students' awareness of the value of parent involvement increased as students gained more field experiences (McBride, 1990).

Family practica experiences are a core component of the University of Vermont's Early Childhood Special Education master's degree program (Capone & DiVenere, 1996; Winton & DiVenere, 1995). The program pairs students with families of young children with disabilities who are affiliated with Parent to Parent of Vermont. The match lasts for two semesters. The first semester "begins in a somewhat unusual and definitely unsettling manner, by asking interns to enter the family without a role" (Capone & DiVenere, 1996, p. 226). Students have frequent contact with the family by visiting, sharing a meal, providing respite for the parent(s) if requested, and accompanying family members to physician's appointments, Individualized Family Service Plan conferences, therapy sessions, or other settings involving the child such as school or a birthday party. The intent is to help students experience the complexity of issues and concerns facing families and to meet the myriad assortment of professionals involved with the family. Students prepare a reaction paper analyzing a particular aspect of their experiences with the family.

The second semester entails 48 contact hours with the family, when the student is engaged in activities defined by the family. The student works with the family to develop an individualized, mutually agreed upon contract for what the student will accomplish. Some examples of practica experiences in the second semester include the following: making a videotape of a child managing the transition from an early intervention program to preschool, to enable teachers in the next setting to see how competently the child functions; assisting with grocery shopping and meal preparation for a family whose child had intense medical needs; locating and summarizing information about a rare genetic disorder; and creating a set of child care instructions in a book called *Laura's Care Book* to enable consistent, high-quality care across a variety of people and settings (Winton & DiVenere, 1995). A practicum seminar every two weeks provides an opportunity for students to discuss issues that arise in their practica, relate information from coursework to practicum experiences, and explore issues with which they may be struggling. Parent to Parent staff are an integral part of the seminar as facilitators. The practicum experience is built around family priorities and is directed by families themselves. These provisions enable students' experiences to be shaped from a vantage point not typically available in a professionally driven practicum (Capone & DiVenere, 1996). The family serves as co-supervisor in collaboration with a Parent to Parent staff member and a staff member from the university program. Specifically, Parent to Parent staff help interns and families negotiate their relationship and help students apply experiences from their relationships with families to the types of relationships they establish with families in more conventional early intervention services. Parent to Parent staff maintain regular contact with practicum families to ensure the experience is meeting their needs and not creating additional stress.

Quantitative and qualitative evaluation data on the program over a 5-year period indicate that students view family-based experience as essential for professional development. The students also found that those courses in which the family-centered philosophy has been infused have been the most helpful, and students indicate that courses alone do not provide sufficient opportunity for students to relate philosophy to action (Capone & DiVenere, 1996).

Promoting a reflective orientation

A reflective approach to working with families and children is another strategy employed in personnel preparation programs. At the Erikson Institute in Chicago, for instance, graduate-level preparation in early education and child development is based on the premise that "the most important thing that training institutions can do is to help teachers begin the process of reflection"

about the act of teaching as well as the contexts in which teaching and learning take place (Stott & Bowman, 1996, p. 176). Practice and professional issues are examined in a weekly seminar as well as in a weekly tutorial meeting between the faculty advisor a[1] student. The emphasis in both sessions is reflection on practice, self-knowledge, and bridging theory and practice.

At the University of Illinois, students' reflective orientation is strengthened through participation in the Parents Interacting with Infants (PIWI) practicum (McCollum, Rowan & Thorp, 1994). The program developers assume that a reflective orientation is especially helpful to professionals who enter a field where current practices may not always mirror guidelines for best practices. The interdisciplinary practicum provides direct application of emerging knowledge and skills to children from birth to age 3, extended interactions with families, experience as an equal member of an interdisciplinary team, and guided independence in professional decisionmaking and development. It was developed by faculty members from Early Childhood Special Education and from Speech and Hearing Science at Illinois.

The Illinois program's philosophy consists of value statements about children, families, teaming, and supervision, and corresponding program standards. The statement regarding families indicates that "all parents are resourceful" and that professionals are to support families by "building upon parents' natural interaction styles, and acting on parent preferences" (McCollum et al., 1994, p. 218). There are nine corresponding program standards regarding work with families, including the following: "parents identify their own knowledge and skill goals in relation to supporting their children's development through play"; "parents participate actively in determining the focus and process of group sessions"; and "play group themes and activities are relevant to parents in their home settings" (McCollum et al., 1994, p. 219).

Students participate in two of four parent/infant play groups organized by four different ages of children, between 3 and 36 months. The groups include a mix of children with and without special needs. Each play group meets for 1 1/2 hours once per week for 12 weeks. Each of the play groups is planned and implemented by an interdisciplinary team comprised of two to four students. A university supervisor is present at each session, and usually at least one faculty member attends as an observer. Each team of students is responsible for two of the four play groups during each semester, thereby securing experience with two different ages of children and with two different groups of parents.

Each student team plans each PIWI session by making decisions about time, use of space, and student roles within the group session. In addition to the philosophy and standards, the team reflects on observations of individual dyads' responses to the play environment during the previous session. Typically supervisors are absent from planning sessions in order to maximize opportunity for independent thinking. A series of questions has been developed by faculty and supervisors for students to follow in organizing a session. After the PIWI room has been prepared for families to arrive, students go through a brief rehearsal (about 15 minutes) of the most difficult parts of what they have planned. Team meetings that follow each session provide another forum for applying the philosophy, especially in regards to the development of teaming skills and values (e.g., students rotating equal responsibility for each of the various roles) and reflecting on what occurred in the session in the context of the philosophical framework (e.g., managing the delicate balance between interactions with children and supporting parents in their own interactions with their children). A primary intent of the supervisor is to be a model for student interactions with parents ("Do unto others as you would have them do unto others").

Student evaluation data suggest the practicum contributed to significant understanding of family-centered practice over and above what would be gained without it. Students who participated in the PIWI practicum (who also took a course on families that involves extensive interactions with a family) were compared to students who participated in the families class only and to students who had neither experience. Student responses on a scale of family-centeredness indicated that students with neither PIWI nor the families class had the lowest ratings of family-centeredness while students who participated in both the PIWI practicum and families course had the highest scores.

Needed Directions in Policy, Practice, and Research for the Next 5 Years

What steps might be taken in the immediate future to strengthen the professional preparation of early childhood personnel to work with families? The current state of the field suggests the following policy, practice, and research directions would improve on existing circumstances and elevate the value of family perspectives on children's learning and development.

Policy and Practice

Include competencies in working with families in personnel certification requirements

The overriding policy need is for personnel certification requirements in early childhood to include competencies in working with families. As noted earlier, state certification requirements shape the content of professional preparation programs. Efforts to inform state-level decisionmaking boards about the value of competencies in working with families are especially needed. For instance, the standards of family-school relationship practices developed by the National Parent Teacher Association (National PTA, 1997) in response to National Education Goal 8 (parent participation) may be used to engage educators, parents, and other leaders in focused discussions of how licensing regulations will enable personnel to effectively work with families. The National PTA standards, which were developed by lay persons and communicated in jargon-free language, are a pragmatic way to inform parents and other community members about benchmarks in family-school relationships.

Alter time-honored traditions in higher education

The innovative methods set forth in this chapter are far from business as usual in higher education. A major challenge is to modify deeply ingrained traditions about faculty roles and sources of expertise. Even where there is a commitment to change the norms of higher education, so as to enable parents to serve as teachers, there can be hurdles. Consider the initial experiences of the University of Vermont's collaboration with the Parent to Parent program to provide family-centered experiences in the Early Childhood Special Education master's degree program described earlier (Capone & DiVenere, 1996). The family practica experiences added to the M.S. program led students to report an awareness of the isolation many families felt, an appreciation of the challenges of having different professionals enter and leave the home all day, and a better understanding of the rigidities of child and family service programs. There were great incongruities, however. The personnel preparation program essentially had two distinct components: early childhood special education content that was taught mostly by the university faculty, and experiences with early

childhood and family-centered services supervised by faculty from Parent to Parent of Vermont. Parents taught material not revisited in other classes and had little or no information about other program components. Faculty but not parents gave grades. It was the family-based practicum that students asked to be released from when feeling overwhelmed. A review of the initial efforts to prepare students to translate family-centered principles into action led the faculty to two conclusions: family-centered principles must be at the core of every course and experience, and the program must model true partnerships with families if students are to believe that families are valued and competent partners in the design, implementation, and evaluation of early intervention services. Subsequent revisions were made to better infuse a family-centered approach across all program requirements (Capone & DiVenere, 1996).

Infuse and sequence knowledge and skills regarding relations with families in personnel preparation programs

The literature reviewed for this chapter points to the merits of infusing or integrating information and skills in working with families across all coursework and field experiences. The responsibilities, knowledge, and skills associated with effective work with families represent a professional role expansion for the early childhood educator. Child development and program experiences need to be viewed within family and community contexts, and work with families needs to be carried out as part of daily professional work. To compartmentalize attention to families implies it is appropriate to separate children from their family contexts and for work with families to be viewed as an "add on" for selected circumstances only.

Similarly, the extant literature suggests there is value in sequencing over time the content and methods of effective work with families. Sequencing may be viewed as a three-part cycle that includes rationales, content, and application (Shartrand et al., 1997). Rationales are an especially valuable starting point for addressing pre-service teachers' existing stereotypes and assumptions about the resourcefulness of contemporary parents and the types of support that are needed by families. The content component provides a firm base from which to understand families in general and ways of developing supportive program relationships. The application component is appropriately implemented at the point students have a good grounding in theory and recommended practices. This cycle warrants repetition throughout a teacher education curriculum, because supervised experiences may challenge the recommended rationales or prompt insight into areas for further learning.

Develop and promote resources for in-service training

State certification requirements for early childhood personnel are influential and yet reach a limited number of workers in early childhood programs. Significant numbers of early childhood professionals have received training in fields other than early childhood teacher education (e.g., family studies programs) or have not participated in or graduated from associate or baccalaureate degree programs. Although a complete discussion is beyond the scope of this chapter, several types of resources are needed for reaching scores of early childhood personnel who are not graduates of teacher education programs. First, the national Child Development Associate credential, required by Head Start and a growing number of other early childhood programs, is an important credential that, fortunately, includes a competency area focused on relationships with families. Policy efforts should serve to maintain the inclusion of this competency in the credential and, in addition, should

promote the requirement of this credential for entry-level staff in early childhood programs. In-service training resources focused on families also are needed. An example here is the New York State Family Development Credential which emphasizes empowerment skills for family workers (Dean, 1997). The curriculum includes attention to family development; worker self-empowerment; building mutually respectful relationships with families; communication skills; cultural competence; ongoing assessment; home visiting; helping families access specialized services; facilitating family conferences, support groups, and community meetings; and collaboration.

Actively support attention to families in program standards and practices

No one professional, early childhood program, or teacher education program can single-handedly carry out a family-centered approach in its work. The "whole village" concept applies to needed changes in sustaining a family perspective in early childhood programs. The field's capacity to support professional roles that encompass families as equal partners needs to be bolstered in a number of ways. The standards developed by NAEYC and DEC are strong bases for generating concrete examples and resource tools (see next section). Institutions of higher education need to be key partners in helping professional organizations provide focused leadership in professional work with families. At the same time, a national network is needed to support personnel preparation in family involvement. For example, there is a need for a repository of information about innovative practices in working with families that can be tapped for courses and in-service training.

Research

Adapt and test existing models of personnel preparation

The bulk of the research and of the innovative models for preparing early childhood professionals to work with families focus on programs or professionals serving families with children with special needs and/or populations of color. Most of the promising strategies reviewed in this chapter come from early childhood special education; similarly, nine teacher education programs highlighted in Shartrand et al. (1997) focus on special needs or ethnic minority populations. The field needs to adapt or augment these strategies in ways that enable professionals-in-training to work with a range of families. Exclusive or dominant use of materials that emphasize unique circumstances facing families (e.g., case studies involving families with special needs) may send the misguided message that work with families is to occur mostly when there are special conditions. Research is needed at key points in the adaptation of existing models, including data on issues facing a range of diverse families and assessments of training methods.

Develop an understanding of the process by which professionals embrace a family perspective in their work in early childhood programs

Early childhood professionals generally expect to work with children. Their professional preparation and individual motivations generally are strong here and, at least initially, the task of working with families is likely to be seen as peripheral to the core functions of staff in an early childhood program. A challenge, then, for personnel preparation programs is to enable professionals to employ a family perspective in all circumstances. Research is needed on the process by which professionals come to view their work through a family lens. There is evidence to suggest

that attention to families may be used by professionals on a contingency basis. For instance, in an observational study of early intervention home visits in Iowa, McBride and Peterson (1997) found that home visit content was more likely to focus on the child when family resources were adequate and, conversely, there was a trend for the content of home visits to address family issues more frequently when family resources were limited. Perhaps the home visitors were most comfortable with a child-focused approach; many expressed frustration in working with low-resource families who have multiple concerns. The families also may be satisfied with a child-focused home visit. What experiences enable professionals to adhere to a family systems view in all circumstances? Research information on this question is central to improvements in the content and methods of personnel preparation programs.

Describe the state of relations with families in early childhood programs

Good information is lacking on the nature of relations between families and early childhood programs across a range of settings. Available data are neither current (at least 10 years old) nor complete (attention to program provisions versus actual experiences). Moreover, recent developments in the field and in society may well be altering program attention to families (e.g., standards and policy statements regarding the value of working with families) and the availability of families to assume meaningful connections with programs (e.g., welfare reform policies). Descriptive information on the state of program-family relations would enable the field to monitor its progress in meeting existing standards and to identify areas and/or populations in need of specific support.

Develop and test context-sensitive ways of engaging families in early childhood programs

There are some promising directions in the development of creative ways of working with diverse families, as described earlier in this chapter. Some of these efforts have been subjected to evaluation, but many have not. Thus, further evaluation work is needed on recent innovations. Systematic efforts also are needed for generating additional strategies of working with families. Currently many practices are driven by ideology rather than data on program effectiveness, and much needs to be known about the ways in which different populations respond to particular strategies. For some parents, for example, the idea of serving as an equal partner with a professional in formulating goals for a child may seem inappropriate. A full understanding of program and population contexts is essential to identifying practices that are likely to be effective in engaging families, and to preparing early childhood professionals who can implement these practices.

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Chapter 3

reparing Early
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Have Exceptional
Needs

Preparing Early Childhood Educators to Work with Children Who Have Exceptional Needs

Patricia Miller
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Adrian entered his preschool classroom happily and put his coat and a favorite toy in his "cubby." His mother stopped for a minute to talk to Ms. Tran, the teacher for the 4-year-old group of children. She wanted her to know that the favorite toy, a dinosaur, had been purchased on a trip they made the summer before to Montana and its dinosaur museum. Adrian is enthralled with dinosaurs. At home he has books, and videos, and several dozen toy dinosaurs. He can make a roaring noise and raise up his head and arms and pretend to be a Tyrannosaurus Rex. He had brought the toy to show the other children at group time. It was his turn to be in the "sharing" chair. Ms. Tran would be telling the other children Adrian's story, as he is unable to express himself with words. He uses gestures to communicate and is learning some signs. His gross motor skills are at age level and he is a whiz at putting together puzzles and building with blocks. He is having some difficulties playing appropriately with his peers. He has a tendency to grab toys he wants and to push children to get them to move out of his way. He knows his colors, body parts, all the letters of the alphabet, and his numbers up to 10. This is his second year in preschool. He started as a 3-year-old when the local school district identified him as having a language delay that qualified him for special education services. His parents elected that those services be provided at a local preschool, rather than in a special education classroom. His sister had attended this preschool for 2 years before going on to kindergarten. Adrian is in school 5 days a week for 3 hours each day. An early childhood special education teacher and a speech clinician provide itinerant support to the regular preschool setting. They each come to the preschool once a week. The teacher stays for a whole morning session; the speech clinician stays for an hour. At first, they worked with Adrian directly. After 3 months, the early childhood interdisciplinary team decided their time would be better spent helping Ms. Tran and the assistant teacher, Ms. Kris, learn how to adapt their activities and teaching style to support Adrian. This model has worked successfully for the past year.

Findings from a recent survey of preschool programs accredited by the National Association for the Education of Young Children (NAEYC) indicated that nearly 60 percent of participating teachers currently had a child with a disability in the classroom (McDonnell, Brownell, & Wolery, 1997). This finding is consistent with data from the *Nineteenth Annual Report to Congress on the Implementation of IDEA* (Individuals with Disabilities Education Act Amendments of 1997), which indicated that approximately 60 percent of children with disabilities between 3 and 5 years of age were being served in regular class settings for at least 40 percent of their school day.

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Increasing needs for services to children and families, shrinking community resources for specialized programs, and the desires of families for their children—all their children—to have quality early experiences are factors in the trends toward greater diversity in the early childhood classroom. Philosophical values in society, research, and the literature of practice support the inclusion of children with disabilities in a socially constructed, supportive environment designed to provide individualized scaffolding, or assisted learning (Smith, Miller, & Bredekamp, 1998). The moral imperative driving the movement against segregation of young children into specialized programs for targeted groups of children at risk or who have unique learning and developmental needs has created a sense of obligation and responsibility across the early childhood professional community (Bredekamp & Copple, 1997; Burton, Hains, Hanline, McLean, & McCormick, 1992; Buysse & Bailey, 1993; Miller, 1992).

Access for young children with disabilities and their families to all the resources and services that promote full participation in community life has been supported by the Division for Early Childhood of the Council for Exceptional Children (DEC) and NAEYC (NAEYC, 1996). Inclusion in quality early childhood educational settings is seen by professionals from all related fields as the preferred and recommended practice for young children who have special needs. In 1993, the Council for Exceptional Children (CEC) passed a resolution supporting the inclusion of a broad range of students with exceptionalities in the general classroom (Buysse & Bailey, 1993; DEC, 1993). Mallory (1994) pointed out that while early childhood educators may state their belief in providing inclusive educational services, there is a need to "create theoretical congruence or fidelity between what we believe and what we do" (p. 54). This congruence must also be evident in the preservice preparation arena. We must model inclusionary practices during teacher preparation (Fader, 1996).

Defining quality in inclusive settings has always been a challenge, but professionals agree that quality consists of those appropriate practices that contribute to children developing and learning in individually determined ways. The teacher and other personnel have been identified as the keys to quality in early childhood education programs (Stedman, 1990) and to providing effective services to young children with disabilities (Winton & McCollum, 1997; Yates & Hains, 1997). Quality indicators also include (a) how the adults involved in the lives of the children collaborate to provide the most optimal learning environment for each child, and (b) how well the instructional practices from the fields of early childhood education and from early childhood special education are selected to match the needs of each child and family (Johnson & Johnson, 1994; LaMontagne, Dambon, & Buchanan, 1998; Smith et al., 1998).

This chapter will describe the characteristics of a quality inclusive setting for young children and will describe the generalist early childhood teacher who has been appropriately prepared to (a) expect to work with children and families who have many diverse needs, interests, and abilities; (b) select from recommended practices of ECE and ECSE those individually needed by a child or family; (c) collaborate with other professionals and parents to provide quality services to all children; and (d) access appropriate resources and specialists to meet expanding demands within inclusive classrooms. This chapter will also describe contemporary approaches to the undergraduate and graduate preparation of early childhood teachers for inclusive settings, with special emphasis on the new interdisciplinary, or unified, teacher preparation programs that merge the personnel preparation standards from both ECE and ECSE. Recent data on the effectiveness of these new programs will be presented. The authors will discuss several configurations in new state licensure plans constructed to prepare the newly conceptualized teacher who will work with diverse needs and abilities in inclusive settings.

The authors will outline recommended content and practices of early childhood teacher preparation programs that help professionals to work with young children who have special needs and their families. The literature regarding appropriate curriculum for the professional development of the early childhood generalist will be described. The rationale for preparing specialists at the graduate level relies on literature of practice in general, but is gaining some support in empirical research findings. That literature will guide the discussion on specialist preparation. Finally, recommendations will be presented for future directions in research, policy, and practice.

Background Issues and Information Related to Preparing Early Educators to Support Young Children with Disabilities

The early childhood teacher of the 21st century will have greater numbers of children in the classroom who have needs that require more specialized knowledge and skills than was the case in years past. The community of children in the classroom of the 21st century will include not only children who have speech and language difficulties, but also children who have orthopedic challenges, behavior differences, cognitive differences, and other characteristics traditionally seen as outside the responsibility of the "regular" early childhood teacher. Until recently, these children have generally been seen as more the responsibility of the special education professional than of the generalist.

Children who have identified disabilities are only one concern for current and future early childhood teachers. Poverty has contributed to developmental differences in children. If not supported early, these children may later be identified as demonstrating unique behavior and learning needs. Children also live in linguistically different homes, homes where ethnic and cultural characteristics are distinguishing features, and homes where toxic family environments place the child at considerable risk for permanent alienation from the mainstream (Garbarino, 1990). Without the knowledgeable and skilled intervention of a competent and caring teacher (Darling-Hammond, 1996) in the early years, these children will lose the opportunity to reach their optimal capacities. The children who for some reason just "don't fit" the expectation of the early childhood teacher often are confronted with sustained feelings of despair and confusion as they try to negotiate the demands of an unfamiliar and sometimes unprepared learning environment.

Legal Issues

In addition to the moral, ethical, and economic rationales for inclusion as the preferred approach to educating young children with disabilities, the legal mandates of the Americans with Disabilities Act (ADA), and of the Individuals with Disabilities Act (IDEA) 1997, require early childhood programs to accept *all* children unless the modifications and adaptations required to respond to the child's needs would place undue hardship on the resources of the program. The legal requirements of the early childhood program, once the child with special needs is enrolled, are to provide the same opportunities for that child as for every other child. The special and individualized services specified in the child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) are the legal responsibility of the assigned special educator and/or early interventionist and should be carried out in collaboration with the classroom teacher.

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Early childhood teachers who have had educational and experiential training to work with children who have disabilities will be better prepared to execute the IEP/IFSP goals and objectives. Results of a teacher survey suggested that 55 percent of early childhood teachers who had children with disabilities in their classrooms said that they had never worked with a special education teacher (McDonnell et al., 1997). Some of those teachers may have felt comfortable delivering appropriate services alone and others may have had little access to specialists. The success of any services provided to young children rests with the professionals providing the services. According to the survey, about 50 percent of the time, the early childhood teacher in the inclusive classroom assumed the major curriculum development role for children with disabilities; teachers assumed the role as implementer of the special education-determined curriculum about 75 percent of the time (Wolery et al., 1994). Yet these teachers were not, in all likelihood, prepared during their preservice programs to assume these roles (Fader, 1996; Kearney & Durand, 1992). In addition, they may not have had the coursework or field experiences that would have resulted in their developing positive attitudes towards taking on these roles or educating children with disabilities in their classrooms. Preservice preparation is a critical time to establish acceptance of the responsibility for the educational progress of all children (Fader, 1996; Hanline, 1985; McLean & Hanline, 1990; Odom & McEvoy, 1990).

As this survey showed, although special educators and early interventionists may collaborate with the classroom teacher, the frequency of contact may be minimal; thus, the early educator needs to have knowledge and skills to insure each child's success in an inclusive program. The fields of early childhood education and early childhood special education have recognized that there are unique skills and knowledge required to work with young children with atypical needs and development (Bailey, 1989; McCollum & Bailey, 1991). The challenge of meeting these needs without assistance from a specialist is a daunting one for teachers and one that may render program success unlikely.

Characteristics of Successful Inclusive Programs

Successful inclusive programs for young children have the same quality indicators seen in quality noninclusive programs. Bailey and Wolery (1984) summarized the goals of educating young children with special needs as: "(1) supporting families in achieving their own goals; (2) promoting child engagement and mastery; (3) promoting development in important areas; (4) building and supporting social competence; (5) facilitating the generalized use of skills; (6) providing and preparing for normalized life experiences; and (7) preventing future problems or disabilities" (p. 51). Wolery, Strain, and Bailey (1992) pointed out that in order to achieve these goals early childhood services for young children with special needs must be based on outcomes. These children's instructional programs must be designed to achieve the goals set forth in their Individualized Education Plans (IEPs). These goals must be specific, observable, and measurable.

The program standards set forth by the national professional organizations of DEC and NAEYC and presented in the revised *Developmentally Appropriate Practice in Early Childhood Programs* (Bredekamp & Copple, 1997) provide guidelines that specifically include children and families with diverse linguistic, cognitive, behavioral, social, and physical needs. Much of the current literature regarding children's learning and development follows the tenets of theorists such as Vygotsky, Dewey, Piaget, Bronfenbrenner, and Bruner, with a strong underlying support for social constructivist learning environments (Smith et al., 1998).

We now expect teachers to individualize their teaching strategies and plans for children, if they truly recognize the importance of building on the cognitive and linguistic understandings created by each

child's prior experiences, abilities, and knowledge. The ability to provide individually determined assisted learning in the zone of proximal development has been described as an essential area of skill and professional development for all early childhood teachers who work with any child from birth through age 8. Teachers must recognize that children learn best when they learn with each other; teachers must also believe that children who are more competent will assume the natural role of teacher in a play setting when the environment is arranged to support social learning. Growing consensus supports the belief that these theoretical understandings and the skills required for implementation need to be part of all early childhood teacher preparation programs. It is within a social constructivist curriculum, many scholars believe, that the child with disabilities, the child with linguistic differences, and any other child can be integrated most naturally into a community of diverse learners.

The teacher who is educated within a teacher preparation program built on current professional practices (Bredekamp & Copple, 1997; DEC, in press) will have strong understanding about differences in children and families and will expect a range of diverse needs and abilities in the classroom. Appropriateness of instructional methods and levels of structure required for an individual child will be core components of this approach to teacher development.

While early childhood programs have always been supportive of families, legislation and program guidelines for young children with special needs require that parents be involved in a more central way. All high quality early childhood programs see parents as capable and competent decisionmakers on behalf of their children (Powell, this volume). Families of children with disabilities have an expanded role in their children's education. By law, they are equal participants on the interdisciplinary team that determines child eligibility for services and designs the actual program itself. This participation requires that early educators learn to build collaborative partnerships with diverse families who have a variety of values, experiences, and expectations for their children.

Empirical data reveal a number of areas of need for the preparation of competent teachers. In a recent study (Miller & Losardo, 1999), participants reported that a major weakness in their preparation programs was the absence of coursework and practice in behavior analysis and classroom management, despite national guidelines that state that early childhood teachers should be competent in designing individual behavioral plans whenever needed (Bredekamp & Copple, 1997). In other research, students reported that they had not received sufficient information about the nature and causes of disabilities or about intervention techniques appropriate for young children with disabilities (Fader, 1996; Odom & McEvoy, 1990).

The need to gain skills in collaboration is also heightened by the involvement of a variety of professionals in supporting the development of young children with special needs. Teachers cannot operate in isolation. They will work with therapists, psychologists, speech clinicians, physicians, and nurses, among others, to design and carry out the child's educational program. As Wolery et al. (1992) pointed out, this puts educational services in an interdisciplinary context. Another area of need related to collaboration pertains to preparing early childhood educators to work with families to identify child strengths and needs and to communicate with all team members (Friend, 1984; Friend & Cook, 1996).

Although interdisciplinary collaboration brings together professionals to best serve children, this collaboration can often highlight differences in the approaches used by different disciplines. When professional differences or controversies develop about what appropriate practices for young

children do and do not include, they most often occur with regard to the use of teacher-directed or structured instruction and behavior interventions (LaMontagne et al., 1998a). With increased diversity of the learning needs of young children and the profession's expanded concept of developmentally appropriate practices (Bredekamp & Copple, 1997), teacher education programs should prepare teachers who use teaching methods along a continuum from direct instruction with a high level of structure to very indirect instruction with a low level of structure (Smith et al., 1998). Teacher preparation programs must prepare teachers to select appropriate methods along a continuum of options (Bredekamp & Rosegrant, 1992) based on their knowledge of the unique learning characteristics of each child, including children with disabilities.

The teacher who can motivate children with disabilities to initiate their own activities by responding in individually appropriate ways will foster engagement, a critical condition for learning (Odom, Skellenger, & Ostrosky, 1993). Teachers need to be educated in how to foster child initiation in the learning environment. Responsive teaching involves using skills and ability to connect personally with each child through continual assessment and interactive learning. Effective teachers use "naturalistic instruction," or instruction that (a) is part of the child's regular day, (b) is part of an adult-child interaction that capitalizes on the child's interest in the activity, (c) results in a positive natural consequence, and (d) is based on functional skills of immediate use to the child (Rule, Losardo, Dinnebeil, Kaiser, & Rowland, 1998). Research indicates that teachers in higher quality inclusive programs spend more time directly supporting play with objects and in responsive play with children than being physically uninvolved with the children (Kontos, Moore, & Giorgetti, 1998). Teachers in effective inclusive classrooms recognize that children with disabilities often experience delays in establishing positive interactions and relationships with peers (Odom & Brown, 1993). They know the research that has identified social skills as the primary key to future success for young children (Strain, 1990), and they implement specific interventions to foster social interaction among children. Odom and Brown (1993) proposed a continuum of social interventions available to the classroom teacher that move from less intensive to more intensive strategies. Teachers should be able to provide specialized approaches for those children who need more intensive assistance in order to learn.

Professional Teaching Standards

During the 1990s, the national early childhood professional organizations of the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Association for the Education of Young Children (NAEYC) collaborated to develop sets of professional standards that incorporated the complementary perspectives of early childhood education (ECE) and early childhood special education (ECSE) (Atwater, Carta, Schwartz, & McConnell, 1994; Johnson & Johnson, 1994; McLean & Odom, 1993; Odom & McEvoy, 1990). These joint initiatives resulted in three major outcomes. First, a position statement on inclusion as the preferred practice in early childhood education was developed and published by DEC in 1993. Second, complementary recommendations were issued for personnel standards for general early childhood special educators (ECSE), building upon and extending the core competencies in ECE (DEC, NAEYC, & ATE, 1995). Third, the two professional organizations worked together on recommended program practices, with ECE using NAEYC's Developmentally Appropriate Practice Guidelines and ECSE using DEC's Recommended Practices (Bredekamp & Copple, 1997). The published personnel standards (NAEYC, 1996) emphasized that all individuals who work with young children should possess a common core of knowledge and skills. Both DEC and NAEYC supported the concept that all teacher education programs that prepared teachers in a "unified" approach should address *all*

Table 1

Shared Understanding of Developmentally Appropriate Practices

Division for Early Childnood (DEC, 1993a)	National Association for the Education of Young Children (Bredekamp & Copple, 1997)	Vygotsky (Berk & Winsler, 1995)
• Environment promotes social interaction and development	• Environment fosters initiative, exploration, sustained engagement	• Social interaction critical to all learning
• Family-centered orientation	• Teachers select from a range of strategies based on individual needs	• Instruction leads development
• Teacher/environment foster initiative, choice making, autonomy	• Teachers build reciprocal relationships with parents	• Use of individualized assistance/scaffolding
• Teachers use range of strategies based on individual needs	• Necessary supports are provided to meet individual needs of children with special needs	• Instruction at point of emerging skills ("zone of proximal development")
• Special therapy integrated in daily routines	• Therapeutic services provided within the regular class	• Use of assisted discovery
• Self-management procedures taught	• Individual needs and progress assessed	• Teacher follows child's interests and cultural experience
• Individual development and learning needs expected	• Positive reinforcement and other behavioral procedures included	• Emphasis on language
• Structure, individualized	• Individual development and learning needs expected	• Expert-novice relationships fostered
• Teacher and peers primary social partners	• Structure is individualized	• Range of methods (e.g., direct to discovery) employed
• Curriculum and practices are culturally, individually relevant	• Curriculum responsive to individual differences in ability, interest, culture	• Collaborative learning and teaching used
• Practices based on theory and models	• Theory-based practices	• Self-management and self-regulation fostered
• Individual needs and progress assessed	• Build on children's strengths	• Emphasis on social partnering for learning
• Focus on strengths	• Balance of adult and child direction	• Focus on each child's strengths, not disability
• Balance of adult and child-initiated activities		• Children with special needs included
		• Balance of adult and child control

Source: "Sharing responsibility: DEC-, NAEYC-, and Vygotsky-based practices for quality inclusion" by Smith, B., Miller, P., & Bredekamp, S., *Young Exceptional Children*, 2(1), 1998. pp.11-21. Copyright 1998 by the Division for Early Childhood of the Council for Exceptional Children. Reprinted with permission.

standards, both from DEC and from NAEYC (Bologna et al., 1996). A collaborative approach that embraces differences, encourages shared commitment and responsibility, and uses expertise from a variety of viewpoints holds the most promise for meeting the needs of diverse children and their families being served in ECE programs (Smith et al., 1998).

The current thinking across the fields of ECE and ECSE is that a common knowledge base in the field of early childhood and a continuum of teaching practices are required to respond to the diverse needs of groups of young children. Table 1 from Smith et al. (1998) displays the common features of the standards of DEC, NAEYC, and the social constructivist practices from a Vygotskian perspective and clearly demonstrates a shared understanding of developmentally appropriate practices across these groups.

An examination of the literature on curriculum in inclusive settings revealed a number of criteria for success with young children with disabilities. Carta, Schwartz, Atwater, and McConnell (1991) recommended four standards for programs that serve young children with disabilities. First, the program should be appropriate and normalized, criteria that were described earlier in this chapter. Second, the curriculum should be effective; that is, the children should acquire the goals listed on their IEPs and should use those skills and behaviors in their lives. Third, the curriculum should result in efficient learning. Since children with disabilities often show a slower rate of development than their typically developing peers, teaching methods and learning environments should maximize the extent to which their learning needs are addressed. Fourth, parents should be partners in the planning and implementation of the curriculum. They should be pleased with the interactions between children in the class and between teachers and their child.

Standards, then, for the teacher in early childhood settings include the expectation that the teacher is competent to provide individualized, high quality educational services to all young children. The expectations for the generalist early childhood teacher also include the understanding that there will be challenging situations for which a specialist is needed. The social constructivist theoretical approach, if internalized in the teacher preparation program, provides for a range of teaching methods, or methods for scaffolding each child's learning based on the assessment of emerging skills and knowledge along a broad continuum of what may be seen as "normal." The cultural, linguistic, and ability differences expected of the population of young children in most early childhood settings of the 21st century are becoming a demographic theme in teacher preparation for all grade levels.

Teacher Preparation

A critical element in the provision of quality services for young children with disabilities is having qualified personnel to deliver those services (Rose & Smith, 1993; Winton & McCollum, 1997; Yates & Hains, 1997). Formal preservice preparation for working with children who have disabilities is a prerequisite to teachers' provision of quality services (Fader, 1996; McLean & Hanline, 1990; Miller & Stayton, 1996; Odom & McEvoy, 1990).

Recognizing that an integrated perspective is needed to provide necessary knowledge and skills (Kilgo & Bruder, 1997), teacher preparation programs in early childhood education have begun to reflect both the National Association for the Education of Young Children (NAEYC) standards and the demographic projections of enormous diversity in future classrooms. Programs that prepare early childhood educators tend to be housed in child development and family relations departments

Table 2

State Licensure Patterns for Early Childhood Teachers of Children Who Have Disabilities

State	Special Ed., General	Special Ed., + EC Endorsement	ECSE License	Single Blended ECE/ECSE License
AL	3 – 21			Birth – 5
AK	B – 18		Birth – 5	
AZ			Birth – 5	
AR			Birth – 5	
CA	3 – 18			
CO		Birth – 5	Birth – 5	(In Process)
CT				B – Grade 3
DE			Birth – 5	
FL	B – 21	3 – 5		B-4, & 3-8
GA		3 to 4		EC w/ ECSE End.
ID		3 to 5		
IL		3 to 5		
IN	3 – 21			B – Grade 3
IA		Birth – 5	Birth – 5	B – 8 (by 2002)
KS		Birth – 7	Birth – 7	(In Process)
KY				Birth – 5
LA			Birth – 5	
ME				Birth – 5
MD		3 to 8		
MA	3 – 8			3 – 8
MN			Birth – 6	
MS				B – Grade 1
MO			B – Grade 3	
MT	p – 21			
NE			B – 5	B – 8 (In Process)
NV			B – 8	
NH				ECE
NJ	3 – 21			
NM	yes			B – 8
NY	yes			
NC				B – 5
ND				3 – 6
OH		3 – 5		
OK	3 – 18			3 – 7
OR			3 – 8	ECSE endorsement
PA	3 – 21			3 – 8
RI			B – K	
SC	3 – 21			
SD				B – 6 with ECSE endorsement
TN			3 – 5	
TX			B – 6	
UT			B – 5	
VT			3 – 8	
VA			B – 5	
WA	yes	3 – 5		
WV			3 – 5	
WI			B – 8	
WY	5 – 18	3 - 5	3 – 5	B - 8

Source: Adapted from deFossett, S. (Ed.). (1999). Section 619 profile (9th ed.). Chapel Hill, NC: National Early Childhood Technical Assistance System (NECTAS).

or in departments of early childhood and elementary education. Whatever their setting, most teacher preparation programs in early childhood education are influenced by external mandates and by requirements from both national professional associations and state standards.

As table 2 shows, great variation exists in state options for licensure of early childhood teachers. Some states have both an early childhood-only license and a license or an endorsement in early childhood special education for working with young children who have special needs. Other states have two separate licenses that must both be earned before the teacher is awarded the license to teach. Some states offer just a general early childhood license in nursery through age 8, or prekindergarten through grade 3, or some other configuration, with no provision for licensing those who work with children who have disabilities.

Several states have established new state teacher licenses that combine both sets of standards in groups of competencies or performance standards. States that have current teacher licenses that blend or some way combine standards in early childhood education and early childhood special education include Indiana, New Hampshire, North Carolina, Kentucky, New Mexico, Florida, Iowa, Maine, Oklahoma, Wyoming, Connecticut, and Massachusetts. Blended licenses are in development for Colorado, Kansas, and Nebraska. As described in more detail later in this chapter and in Kantor, Fernie, Scott, & Verzaro-O'Brien (this volume), Ohio has developed two new early childhood licenses—one is for teaching typical children and children with mild to moderate disabilities while the other is for teaching children with more severe disabilities.

With or without their states' support through licensure patterns, many colleges and universities are moving toward blended or unified programs in which students receive training intended to prepare them to meet the diverse needs of young children. With the expansion of the NAEYC standards to include competence in working with children who have disabilities and those who have cultural or linguistic differences, there is a growing trend toward combining, or blending, both the national DEC and NAEYC standards in what have come to be known as blended, or unified, interdisciplinary teacher preparation programs (Miller, 1992; Miller & Stayton, 1996; Stayton & Miller, 1993). However, widespread agreement as to what constitutes a unified program does not exist.

Examples of Unified/Blended Early Childhood Teacher Preparation Programs

While all NAEYC/NCATE-approved early childhood teacher preparation programs must incorporate curriculum content and field experiences relevant to children who have special needs, the extent to which programs emphasize special needs concerns will depend on the backgrounds, philosophies, and knowledge of the faculty members within those programs, as well as the resources within the particular community and the state licensure plan. When program faculty have in-depth knowledge of the national ECE and ECSE professional standards (Bredekamp & Copple, 1997), the quality of the program is higher (Miller & Stayton, 1998). Preservice preparation programs offer a variety of options to the student preparing to become a teacher of young children.

In order to select programs for inclusion in this chapter, the authors spoke with colleagues around the country who were involved in early childhood personnel preparation. Programs were recommended that were (a) exploring new methods of delivering personnel training, (b) responding to new state level licensure requirements, or (c) engaging in university level reorganization. While

over a dozen programs were suggested, seven were selected because they represented a range of models. These programs were not selected because they are the "best" that we can do. In fact, when the program organizers were approached for inclusion in this chapter, each said something like "I'm not sure our program should be chosen. We still have so much to learn and have changes we wish we could make. We do not see ourselves as exemplary." While we still have a long way to go in building exemplary preparation programs for teachers of young children, we can learn from these programs and many others around the country. Through them we can identify the issues we should continue to address and how we might proceed.

North Carolina and Kentucky are two of the states that have early childhood teacher licenses that blend both early childhood education and early childhood special education national standards. In other states, unified/blended programs have been developed by individual colleges or universities, even though state licensure does not require a blended license, and students receive licensure in both ECE and ECSE.

North Carolina

The new stand-alone early childhood license in North Carolina was approved in 1992 as the blended, interdisciplinary Birth Through Kindergarten (B-K) teacher license and is offered at both the entry and graduate levels. Approval of the new blended license required removal of two existing licenses in early childhood education, the PreK add-on area for elementary education teachers, and the Preschool Handicapped license. The B-K license is a competency-based license at the entry level that is prerequisite to the more broad-based standards for the graduate license. The graduate license expands and provides depth in prerequisite competencies, and it requires more emphasis in research and intensive study in an area of focus, such as leadership or working with families. There are currently seven state- and NCATE-approved blended early childhood education/early childhood special education teacher preparation programs in North Carolina, and several more are in various stages of planning for either the undergraduate or the graduate level licensure preparation. Five of the seven programs are housed in departments of child development and family studies. The other two programs are in departments of elementary education. The state approval process included the requirement that each program must be developed and implemented by an interdisciplinary team of faculty from early childhood education, early childhood special education, child development, and other related disciplines available on the particular campus. North Carolina established a B-K Higher Education Consortium made up of faculty appointees from the various institutions and disciplines. The Consortium meets three times a year and establishes policy and practices within the system of blended programs. The Consortium creates a set of goals and an action plan focused on yearly needs for action within the state regarding the new Birth Through Kindergarten field.

Graduates of the entry level and graduate level programs are prepared to work as early interventionists with infants and toddlers, teachers of young children with disabilities in inclusive settings, teachers of children with disabilities in noninclusive settings, and teachers in inclusive kindergarten classrooms in public schools. At the graduate level, students are prepared to do all of the entry level jobs as well as to engage in a specialized area of professional work such as family work, consultation, or work with specific low incidence populations. Approval of graduate level blended B-K programs in the state mandates a specialty area of concentration for the program.

The first degree program to graduate students in the new area of licensure was the program at Appalachian State University (ASU), a regional university in the mountains of North Carolina

enrolling approximately 14,000 students. The B-K program at ASU was designed over a 3-year period, from 1990 to 1993, as the state licensure plan was being developed. Students were first admitted to the program in 1992 and were prepared in courses developed for the new degree program that combined all national standards from NAEYC and DEC. The interdisciplinary team that designed the program at ASU was appointed by the deans of three different colleges and five departments. The team included faculty from early childhood special education, early childhood education, child development, psychology, and speech and language development. The planning team was established as a permanent component of the program with the expectation of frequent, regular meetings. When faculty members were replaced because of moves or new hires, they were appointed by the chair of the specific department. All courses and field experiences were developed by the team and all field experiences are supervised by members of the team. Courses are team taught, or individually taught by faculty in different departments. The first concrete planning activity undertaken by the team in 1990 was to jointly develop a written program philosophy that was based on the goal to prepare teachers for inclusive early childhood settings. After agreement on the philosophy, the curriculum was jointly developed over a 3-year period of time. For greater detail on the processes of development, issues in development, and curriculum, see Stayton and Miller (1993).

Kentucky

Kentucky also has a fully blended early childhood education (ECE)/early childhood special education (ECSE) teacher license in the birth though kindergarten range as the only early childhood license available. The license obtained in that state is called the Integrated Early Childhood Teacher License (IECE). This Birth-Primary license is offered at the entry level, although there are both undergraduate and graduate preparation programs. It is a performance based licensure plan with very specific indicators for achievement of each performance standard.

Western Kentucky University, a regional university of approximately 15,000 students, offers the Master of Arts in Interdisciplinary Early Childhood Education that blends all standards from ECE and ECSE across the curriculum. The program is housed in the School of Integrative Studies and received final approval through the university and state in 1991, prior to the approval of the blended teacher license in 1994. The p· gram is designed for nontraditional age students who desire employment in inclusive settings with young children birth through 5 years of age. Most of the students work full time and complete the program in 2 years. The interdisciplinary team that was appointed to develop the program originally was charged with the task of developing a master's program in early childhood, but soon realized they must develop a program to prepare teachers for inclusive settings. For more detail on the curriculum, see Stayton and Miller (1993).

Florida

Since 1995, Florida has offered a birth to age 4 Preschool certificate, an age 3 to grade 3 PreK/primary certificate, and an imbedded PreK Handicapped endorsement for working with 3- to 5-year-old children with disabilities. Florida's state comprehensive plan for personnel development concluded that early childhood educators need to be prepared to serve diverse groups of young children, as recommended in the literature (Burton et al., 1992; Kagan, 1989; Miller, 1992; National Association of State Boards of Education, 1988; National Commission on Children, 1991). The educational risk factors in the State of Florida along with the dramatic increases in population growth of Hispanic, Haitian, and African American families were cited as part of the rationale for unification of the fields of early childhood education (ECE) and early childhood special education

(ECSE) (Correa et al., 1997). The goal of the blended programs in Florida is to prepare early childhood professionals who have the competencies to provide for the education and care of a diverse group of children within developmentally and individually appropriate inclusive programs.

The ECE and ECSE faculty at the University of Florida began to talk about unification in 1991. The faculty team that initiated the planning for the program was a close, collaborative, cohesive group from the beginning stages. Faculty cites this teamwork as the key to the continuing success of the program, a finding supported by the national study conducted by Miller and Stayton (1998). At first, the program was supported by federal grant funds, but 4 years after its inception, and after negotiating many difficult hurdles in the approval process, the program was institutionalized within the university in 1995. Cohort-based, the program functions within the 5-year teacher education model at the university. Graduates exit the program with a bachelor's degree from Special Education and a master's degree from Instruction and Curriculum. Faculty in the program have developed a program that is viewed as a national model for the blended, unified ECE/ECSE teacher preparation field. For a detailed description of the coursework, issues, and future direction of the program, see Correa et al. (1997).

Delaware

The University of Delaware provides another model of an undergraduate teacher preparation program. Although the state does not have a unified early childhood education (ECE)/early childhood special education (ECSE) license, this program creates unified, feasible options for dual certification in ECE and ECSE. All early childhood students, both those seeking a regular ECE license (Birth-K) and those pursuing ECSE licensure, share a common major (Early Childhood Development and Education) and take essentially the same courses, providing the same educational foundation and philosophical base. These certification options (ECE and ECSE) are housed in the same department—Individual and Family Studies. The emphasis of the Early Childhood Development and Education program is developmental, providing preservice teachers with information on how to match instructional strategies and material to children's needs. The program also emphasizes families and their role in caring for and educating young children.

Students seeking certification in Birth-Kindergarten must (a) complete all major requirements; (b) student teach for 18 weeks, divided between two settings and including a public kindergarten; and (c) complete 12 credits from certification elective courses. Similarly, students seeking certification in ECSE must (a) complete all major requirements; (b) student teach for 18 weeks, divided between two settings and including an early childhood special education program; and (c) complete a course in development and programs for atypical infants and toddlers, and another course in families and children at risk, plus 6 credits from certification electives. The choices for elective courses are the same for both the birth-K and ECSE students.

Although Delaware has separate Birth-Kindergarten and ECSE certifications, many preservice teachers who attend the university choose to get both licenses. Students seeking a dual certification must complete all requirements in both certification options, along with appropriate student teaching placements. With careful planning and advisement, students may complete these requirements within 4 years. Both the ECE and ECSE programs are composed of 129 semester credit hours, with 27 of the credits having required field-based components. Students seeking dual certification complete 132 credits, with 30 being field-based. A recent trend has been for increasing numbers of students to complete the dual ECE and ECSE certification options.

Ohio

The University of Toledo was involved in an Initiative for the Redesign of Teacher Education that was partially driven by changes in teacher education and licensure standards that were adopted in Ohio in October 1996 for implementation as of January 1, 1998 (see Kantor et al., this volume, for a broad perspective on the contexts and processes of Ohio's changes in early childhood education). The standards are performance based and focus on student success. The state standards were changed to create an entry-year license and mentoring process, followed by a professional license that must be renewed every 5 years. The standards also created four broad age levels of licensure and several specialist licenses (e.g., foreign language or early childhood intervention specialist). The four age levels were: early childhood (ages 3 to 8 years, and prekindergarten through grade 3); middle childhood (ages 8 to 14, and grades 4 through 9); adolescence to young adult (ages 12 to 21, and grades 7 through 12); and multi-age (ages 3 to 21 years, and grades prekindergarten through 12). The early childhood license prepares teachers for children who are typically developing, at risk, gifted, and who have mild/moderate educational needs. The early childhood interventionist specialist license is for teaching learners with mild/moderate/intensive educational needs from ages 3 through 8 and prekindergarten through grade 3. Thus, in Ohio two different teacher licenses exist in the early childhood area. Unlike many states, however, Ohio's licenses are not divided based on whether the teacher is prepared to serve typically developing children or those with developmental disabilities or delays. In fact, for both licenses the candidate would need to be trained to work with young children with special needs. The differences are in the severity of the children's needs and, for the early childhood license, the student needs to be able to educate children who are typically developing. Preparing students for these licenses requires that university programs are interdisciplinary or "unified" or "blended" in their orientation.

The University of Toledo has completed the redesign of their early childhood programs to meet these licensure requirements. Their initial teacher licensure program in early childhood education is based on three major principles. First, the program is conceptualized through the use of a learning cycle (Bredekamp & Rosegrant, 1992). Students are given multiple opportunities to learn the key concepts, competencies, or skills identified as essential for early childhood educators. There are four steps conceptualized to make up the learning process or cycle for the university student. These are awareness, exploration, inquiry, and utilization. They parallel the steps the university students will use with the young children that they teach. The competencies identified for excellence in early childhood teaching are covered across multiple courses and field experiences.

The second principle underlying the program is the transformational curriculum (Bredekamp & Rosegrant, 1992). Knowledge of child development underlies all coursework and field experiences. University students learn about typical and atypical development through multiple courses, small group projects, individual research papers, and field experiences. A child's development is understood in the context of his/her culture and experience. The university students learn about culture and development from a variety of disciplinary bases. The third principle underlying the program is that university students are most likely to learn how to support the needs of diverse learners when the coursework and experience in this area are integrated into the broader early childhood curriculum, rather than being presented separately in isolated courses or experiences. Thus, inclusion can be applied to the entire university curriculum and not just to the early childhood setting. Students learn from faculty from a wide variety of disciplines through interdisciplinary coursework and practicum experiences. The goal is that all early childhood students emerge competent to meet the needs of young children with special needs. University students are guided through developmentally appropriate learning experiences and supported to reflect on these

experiences, as they increase their competence to be educational decisionmakers who can work on interdisciplinary teams with professional colleagues, paraprofessionals, and parents.

The university's program admitted its first students in 1998. Faculty are gathering data that will allow them to evaluate the impact of the curriculum on university students and on young children with and without special needs. Of particular concern is ensuring that the early childhood teacher graduate has a strong enough base in both typical and atypical child development and education to meet the needs of both groups of children in a community-based inclusive preschool setting. The faculty at the University of Toledo see their task as providing the depth and breadth of inclusive coursework and experiences to ensure the development of the competencies outlined by NAEYC & DEC (NAEYC, 1996) for both groups of educators. The form used by the Ohio Department of Education, Division of Teacher Licensure, to review programs for approval also incorporates these competencies.

Wisconsin

Teacher reform efforts at the University of Wisconsin-Milwaukee (UW-M) have responded to an urban mission. While there has been strong administrative support for the reform efforts, they have not been driven by the university administration. Nor have they been driven by changes in Wisconsin state licensure requirements. Rather, the faculty and staff at the university recognized that they needed to join hands with one another and with community groups committed to improving the quality of education available to Wisconsin's children growing up in an urban area with all of the realities of that experience (e.g., poverty and racial and linguistic diversity). Historically, departments had acted separately and independently and program changes came in response to changes in state licensure requirements. Usually change consisted of adding a course to cover the new requirement handed down by the state. Beginning in 1988, three "forums for collaboration" evolved that led to substantive restructuring at today guides the university's teacher preparation efforts (Hains et al., 1997).

First, an effort began to link teacher training to specific public school sites in the area of Milwaukee by creating Professional Development Schools (Pugach & Pasch, 1994). A Center for Teacher Education was developed that included faculty from both Curriculum and Instruction (regular education) and Exceptional Education (special education). Through the center, initial efforts in team teaching and course restructuring were begun. Also a research agenda began to emerge and faculty began to gain insight into one another's philosophy and beliefs about education and children's learning.

Second, starting in 1989, faculty from Curriculum and Instruction, Educational Psychology, and Exceptional Education began to examine the various early childhood teacher education programs offered by the university (Hains et al., 1997). These discussions occurred simultaneously with the discussions taking place between the two national organizations, NAEYC and DEC. In the past, students at the University of Wisconsin-Milwaukee could complete certification either in regular early childhood education or in early childhood: exceptional educational needs. The former students were trained to work with typical children and had limited coursework or experience with children with special needs. The latter group actually completed the requirements for the regular early childhood certification and then added all of the requirements for certification in exceptional educational needs at the early childhood level. Faculty were concerned about the absence of training for both groups of students in expertise outside of education. With the field moving

toward service coordination functions for teachers, faculty from all three areas were seeing a need to expand the interdisciplinary training of their students. They experimented with team teaching and involving parents of young children with special needs in co-teaching courses.

The third forum for reform came from conversations about special education. Beginning around 1990, faculty explored the creation of a dual certification in elementary education that would cover both regular and special education. Faculty realized that the teacher education program would need to be restructured and that regular and special education would need to be integrated. The answer was not to just add one certification on top of the other. Rather, new courses, new field experiences, and new competencies would need to be identified. Thus, the faculty and staff began to grapple with the recurring question of whether one person can be trained to "do it all."

The early childhood special education program initially attempted to reach these goals by first training students as early educators and then by adding special education. As found by Miller and Stayton (1998), however, UW-M faculty were not totally pleased with the results of this unified program. First, the faculty thought that the "regular" early childhood students were missing out on essential training they needed related to including children with special needs, working as a member of an interdisciplinary team, and collaborating with parents to design the child's early childhood experience. Further, the faculty believed that the early childhood special education students were not receiving the training and experience they would need to serve as consultants rather than as direct service providers, a role that was an outgrowth of the move to inclusive service delivery. So UW-M decided to reform their unified early childhood: exceptional educational needs certification program. They would "prepare students to work in the role of classroom teacher with children who have a wide range of abilities and special needs" (Hains et al., 1997, p. 188). UW-M faculty believe specialists are still needed in the early childhood field, to provide home-based intervention with infants and toddlers and to provide consultation and support to early childhood teachers who are serving young children with more substantive needs and disabilities. They would like to see the teacher licensure division of their state Office of Public Instruction adopt new categories for early childhood licensure, categories that recognize the job roles which teachers fill In the meantime, they have identified performance outcomes for their two early childhood programs. First is a baccalaureate level program in early childhood that prepares students to work as early childhood teachers in urban settings where diversity is assumed. The second is a post-baccalaureate level program that prepares teachers to work with students with more substantive delays and disabilities. Faculty at UW-M do not believe that in 4 short years of an undergraduate career they can prepare early childhood teachers who can be all things to all children.

Virginia

The State of Virginia does not offer a unified license. The state has stand-alone licenses in early childhood special education (ECSE/birth to age 5), early childhood education (ECE/preschool to grade 3), and English as a Second Language (ESL/kindergarten through grade 12). Despite the state's lack of a unified license, George Mason University (GMU), located in Fairfax, Virginia, has developed a state-approved, NCATE-accredited, triple licensure unified program. This program serves as an example of innovative teacher preparation resulting not from legislative changes but from transdisciplinary professional dialog/about how to prepare teachers in a manner that is consistent with contemporary demands.

The Unified Transformative Early Education Model (UTEEM) program at George Mason University is a 2-year, full-time, field-based graduate program that prepares students to work with culturally, linguistically, and ability diverse young children birth through age 8 and their families. The program admitted its first cohort of students in the fall of 1995. UTEEM graduates receive a master's degree and Virginia state licensure in early childhood education (preK-grade 3), early childhood special education (birth-age 5), and an endorsement in ESL education.

In preparation for the design of UTEEM, literature from the fields of early childhood education (ECE), early childhood special education (ECSE), bilingual/second language education, multicultural education, and teacher education informed the design and structure of the program. The UTEEM model is reflective of the key themes identified through this review of the literature. These themes include an understanding of the roles of culture, reflection, and collaboration in preparing teachers to work effectively in diverse environments, and the impact of continuity on early education. It is significant that the UTEEM program was designed as a new program with new courses to provide an integrated perspective linked to theoretical underpinnings, research, and best practices from the various disciplines from which it was developed (Sanchez & Thorp, 1999).

UTEEM was the first program to complete the new 1997 NCATE approval process, requiring unified or blended programs to address all competencies for professionals as outlined by the National Association for the Education of Young Children, the Council for Exceptional Children (CEC), and the Division for Early Childhood of CEC. Key features of the program are: (a) an integrated curriculum based upon the knowledge base and theories of four disciplines—ECE, ECSE, multicultural education, and bilingual/second language education; (b) collaborative instruction that includes co-teaching of courses; (c) the idea of strands rather than individual courses to further integrate the key theories, concepts, and themes to be stressed across all age levels; and (d) organizing semesters around age levels. Every course is integrated. No matter what its topic, each course also addresses children with special needs and issues of culture and second language acquisition. Each semester the program's coursework and field internship is structured around one of three age levels: Birth to 3, 3 through 5, and 5 through 8 years of age. As a field-based program, each semester UTEEM places its students in a different internship site, while students simultaneously attend courses at the university.

Students enrolled in the UTEEM program complete a total of 64 semester credits, including 4 semesters and a summer session. Fifteen of these credits require field placements, 3 credits of which are taken each of the first 3 semesters, and 6 credits of which are completed in the final semester. At completion of their program, students are awarded a master's degree in education and state licensure in ECE, ECSE, and ESL.

To date, UTEEM has graduated 52 students. The majority of these are working in the public schools in K-3 inclusive classrooms with children who have been identified as having special needs or who are English language learners. Approximately one-third of the graduates are currently working in traditional, self-contained or reverse mainstreamed ECSE classrooms. Three graduates are working in Early Intervention (i.e., the program for children birth to age 3 mandated under Part C of the Individuals with Disabilities Education Act [IDEA]). Based on program evaluation data, UTEEM graduates report that regardless of employment setting, they are prepared to work with the diverse range of learners in their classrooms. And perhaps most important, these graduates report that even as new teachers, they have a level of comfort in working in collaboration with their colleagues and with families in a true partnership which extends beyond the traditional view of

family-centered practice. Through numerous course activities related to collaboration and families (e.g., gathering family stories, developing community profiles, understanding the role of culture), they are able to take on leadership roles in reaching out to the community and families in their professional lives.

Benefits of and Barriers to Providing Unified Preparation of Early Childhood Educators

Benefits to Collaborative Initiatives in Teacher Preparation

Stayton and Miller (1993) discussed various benefits to the unification of the fields of early childhood education and early childhood special education in teacher preparation programs. This early professional discussion of benefits was based on the experiences of the authors in new blended, collaborative teacher preparation programs and on the literature of collaboration. Included in the benefits described by these authors were

- the maximal use of resources across departments and colleges,
- increased communication across faculty in related disciplines,
- creation of environments in which faculty can model interdisciplinary practices for students,
- increased collaboration in research and study among faculty,
- professional development for faculty as a result of the teaming and collaboration across disciplines,
- curriculum that builds the expectation for full inclusion of young children with disabilities,
- teaming practices developed in field experiences that generalize to the work place, and
- benefits to society of preparing teachers who support educational and social practices which are inclusive of all children and families.

It was suggested by Stayton and Miller (1993) and by Miller (1992) that these collaborative, blended interdisciplinary programs would eventually result in a decrease in numbers of children being referred to special education.

Blanton, Griffin, Winn, and Pugach (1997) described 10 collaborative programs from different states designed to prepare general and special educators. Benefits across these programs were consistent with those proposed by Stayton and Miller (1993). Faculty who were involved in these new collaborative initiatives to prepare teachers across disciplines felt that the increased communication, respect, and opportunities for joint research and scholarly work were great benefits. Several program reports described changes in the general culture within the institution, as a result of the breaking down of traditional departmental lines and increasing communication among historically separate disciplines. Team teaching and te: ı development of programs changed perspectives about teacher preparation. One of the greatest benefits described in these 10 programs was the focus on diversity as a major key to teacher preparation.

In a recent study, Miller and Stayton (1998) found that many of the early projected benefits were supported by the results of a national survey of faculty in blended interdisciplinary teacher preparation programs. Most respondents in that study described enhanced professional growth and understanding among faculty, including personal and professional growth; reduced separatist

identity, or turf issues; enhanced trust and respect for colleagues; shared responsibility and collaborative problem solving; building a shared language in the field; and increased opportunities to collaborate in research, writing, and teaching. Other benefits perceived by faculty included improved curriculum content, with a broader perspective on children and teaching, greater emphasis on inclusion and diversity, modeling of good practices by teams of faculty, and increased employability for graduates.

Barriers to Innovations in Teacher Preparation Programs

Teachers of the 21st century must be prepared to provide adaptive, responsive, and personalized education for an increasingly diverse school population (Darling-Hammond, 1996). Traditional approaches to teacher preparation by grade level or specialization will not prepare teachers for vast differences in the ways and paces of learning for young children in inclusive settings. Innovative approaches to preparing teachers for diversity include the formation of collaborative teams of faculty from essential disciplines who will undertake far more complex teacher preparation activities than in the past (Miller, in press). The curriculum in an interdisciplinary teacher preparation program has been described as one that is designed specifically for the degree program, derived from professional unification of philosophy and knowledge across related disciplines, and based on the belief that the related disciplines are essential to the study of children and families (Stayton & Miller, 1993). As can be seen from the program examples in this chapter, collaborative, interdisciplinary teacher preparation programs are developing across the country, but not without institutional barriers and particular challenges.

Barriers to the development of innovative teacher preparation programs that cross discipline and departmental lines include many features of the existing culture in higher education (Blanton et al., 1997; Fader, 1996; Miller, in press; Miller & Stayton, 1998). Cultural barriers described in this literature include traditional departmental structures that support isolation by discipline; reward structures that do not value collaborative work in the teacher preparation program and in community schools; leaders who are not informed about the need for, and practices in, collaborative teacher preparation; and resource allocation (e.g., faculty positions) based on student credit hours that leads to competition for students in specific programs. The full-time equivalency (FTE) credit for traditional course offerings in the faculty workload has also created barriers to more innovative structures for sharing course credits across departments and splitting faculty credit loads (e.g., 1 ½ credits each for 2 faculty members from different disciplines to team teach a 3-hour course). Other barriers that have been described include the lack of articulation between arts and sciences faculty and education faculty, the lack of respect for different philosophies about the preparation of teachers, and the excessive time required to participate in authentic collaboration. Differences between state licensure plans and program philosophy can create particular challenges, when collaborative programs attempt to incorporate both. The clear articulation of the scope and sequence of knowledge and skills to be developed within the program can be a major task of collaborative teams in the early stages of interdisciplinary program development.

Miller and Stayton (1998) reported that respondents to a national survey of faculty in interdisciplinary, blended early childhood teacher preparation programs perceived the greatest barriers to developing blended programs to be administrative and interpersonal in nature. Fader (1996) also found these to be barriers and, in addition, found issues related to resistance to change, budget, and field placements. Respondents in the Miller and Stayton (1998) study saw administrative support typically as "lip service" only, with support not reflected in the allocation of resources.

Faculty who were involved in the programs worked outside of their assigned loads and contributed their efforts voluntarily, often at the cost of other responsibilities. The time required to collaborate in an effective way was not recognized by administrators and not allocated as part of faculty workload. Faculty were involved in teaming activities across departmental lines with no reassigned time or credit.

The frustration of faculty seemed to be a more common theme when administration and institutional leadership were not concretely supportive. Without administrative support, faculty felt as though they were working in isolation to accomplish a goal that clearly required a team effort. The interpersonal nature of building a unified program received much attention from respondents. Interpersonal barriers in the Miller and Stayton (1998) and the Fader (1996) studies included philosophical differences, turf issues, time demands, lack of commitment to the work by some faculty, and the perception of a lack of expertise in program faculty.

Philosophical differences between faculty in different departments and programs may also serve as barriers to students in different programs receiving training from varied theoretical perspectives. Fader (1996) found that faculty members in early childhood education perceived special education as being behavioral in nature, and not in congruence with "regular" early education philosophies. Participant faculty believed that a sense of shared program history and a feeling of being entrenched in one's own discipline could lead to a general resistance to change, with people being connected to "the way it has always been." Faculty indicated that even if program structure and requirements were changed, the program might not change because faculty would continue to implement the program the way they had in the past. Recent position statements from DEC and NAEYC supporting the need for diverse theoretical perspectives when training teachers did not appear to have reached the college classroom. Faculty who work in interdisciplinary, blended teacher preparation programs have also found that the scarcity of high quality, inclusive field sites is a barrier to the delivery of inclusive teacher preparation approaches (Fader, 1996; Miller & Stayton, 1998). Although the lack of good inclusive settings has also been noted in other program reports (Blanton et al., 1997), consensus among researchers seems to be that as graduates of the new programs begin to assume positions in schools, that particular barrier will be eliminated.

Where is Early Childhood Teacher Preparation Going in the Future?

The Need for Early Childhood Special Educators

Faculty who have worked to establish blended early childhood teacher preparation programs have asked the question, "If our goal is to prepare teachers who will teach *all* children, does that mean that we are preparing early childhood teachers whose jobs are interchangeable with early childhood special educators?" The answer is no. The goal is to prepare early childhood teachers who, as generalists, expect to, and are competent to, teach all children but who also expect to link with specialists when needed and who have the collaborative skills to do so. Teachers will work with early interventionists, therapists, psychologists, speech clinicians, nurses, social workers, and parents to carry out the individual education plans for children. The States of Colorado, California, and Kansas require related services personnel to be prepared specifically to work with preschool children (deFossett, 1999).

The personnel standards for preparing early childhood special educators expand the early childhood teacher preparation curriculum into the more specialized skills required to work with children who have disabilities (DEC, 1993). The early childhood special education (ECSE) personnel preparation standards contain the shared content in early childhood education that provides the core for all early childhood educators (Bredekamp & Copple, 1997; DEC, NAEYC, & NCATE, 1995). That core includes child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, and professionalism, with appropriate field experiences for each area. However, the ECSE standards also contain a more specialized focus on the knowledge and skills identified as unique to working with young children with diverse abilities and needs (Bailey, 1989; Bricker & Slentz, 1988; Bruder, Koslowski, & Daguio, 1991; McCollum & Bailey, 1991; McCollum & Maude, 1993).

The early childhood special educator may work directly with children who have disabilities and their families or may work in a collaborative relationship with general early childhood educators. The early childhood special educator may work in a public school setting, a private setting, or a specialized agency setting. Specialized areas of preparation include the development and implementation of intervention plans and strategies, in-depth competence in developing and conducting specialized assessment procedures, competence in initiating and conducting interdisciplinary planning teams, coordinating interagency services for families, assessing family resources and needs, and serving as an advocate for children and families (DEC, 1993).

The role of the early childhood special educator is shifting as a result of the growing belief that blended ECE/ECSE teacher preparation is the preferred approach to development of the entry level early childhood teacher. The primary role for the early childhood special educator may become one of providing more indirect services through consultation and assistance to the classroom teacher. When direct services are provided by the early childhood special educator, they are most often provided in inclusive settings with the early childhood special educator as a team member, a lead teacher, a consultant, collaborator, parent educator, early interventionist, program coordinator, or staff development specialist.

For these reasons, preparation of early childhood special educators is shifting from bachelor's level to a 5-year model or a master's program model (Blanton et al., 1997). While some special education programs continue to prepare early childhood special educators at the undergraduate level, as can be seen by inspecting table 1, the trend is to move away from undergraduate preparation in light of the new interdisciplinary and blended program models for preparation of early childhood teachers as generalists in ECE and ECSE.

The Division for Early Childhood of the Council for Exceptional Children has completed a draft of advanced level competencies for the preparation of graduate level early childhood special educators (DEC, in press). Those competencies are intended to guide the advanced preparation of professionals who have met entry level standards in knowledge and skills for working with children who have disabilities and their families. The DEC advanced standards document includes standards related to policy interpretation and development at local, state, and national levels; program supervision and coordination; staff development; development of family and community relationships and services; consultation and collaboration in cross-cultural, inclusive contexts; specialization in areas of disability, age range, or other characteristics defined in practice; and the generation, synthesis, and application of research. The focus of the advanced level standards is the development of leadership ability and skill and requires that candidates for advanced level degrees

meet the initial licensure standards for early childhood special educators as a prerequisite to obtaining the advanced degree (DEC, in press).

Experts believe that successful inclusion of children with diverse abilities and needs will be most likely to occur when preparation programs are also inclusive of related disciplines and faculty (Bredekamp, 1992; Burton et al., 1992; Miller, 1992). Faculty with expertise in areas of essential knowledge and skills can collaborate to provide experiences that prepare teachers for all children at both the entry and adv anced levels. The need for specialists, however, will continue as blended programs at the undergraduate level recognize the difficulty of preparing a competent teacher for children with diverse abilities and needs in only 4 years. The challenge is heightened by the age range adopted by several states (e.g., North Carolina, New Mexico, Kentucky) as the scope of teacher preparation in blended programs. In these states, preparation programs must provide candidates with content and experiences to serve all children from birth through age 5, or even age 8. Preparation programs at the undergraduate level may be successful in producing a generalist early childhood teacher who has a good basis in the unique sensitivities and skills contained within the national preparation standards (Bredekamp & Copple, 1997). On the other hand, undergraduate programs cannot enable the early childhood teacher to have the in-depth competence needed to addre- some more challenging needs of children and families. Thus, the teacher must have the knowledge and skills to access community specialists who have advanced skills in early childhood special education and related disciplines.

However, early childhood teachers in inclusive classrooms may have limited contact with specialists and will need to be able to develop and implement education programs for all children. While early childhood teachers work with specialists—including speech and language clinicians, physical therapists, nurses, social workers, and early childhood special educators—they assume most of the responsibility for designing and implementing educational programs themselves (McDonnell et al., 1997; Wolery et al., 1994).

Current Research on Innovation in Early Childhood Teacher Preparation and Directions for the Future

There are insufficient data on which to base practices for early childhood teacher preparation without relying on data regarding teacher preparation in other fields (Bredekamp, 1996). There is, however, evidence that although many of the special education services being provided to children with special needs are in regular education classrooms, most general early childhood teachers are unprepared to provide services to children with disabilities in inclusive classrooms (Fader, 1996; Kearney & Durand, 1992). The literature supports the preparation of early childhood teachers who can work with all children, but little evidence exists about the characteristics and outcomes of the new blended early childhood education (ECE) and early childhood special education (ECSE) preparation programs.

Data about the new approaches to early childhood teacher preparation, however, are being gathered. Data support the idea that both Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC) personnel standards can be comprehensively integrated into a single preparation program to educate teachers who will work with all children in inclusive settings (Miller & Stayton, 1996). National Association for the Accreditation of Teacher Education (NCATE) approval of these new, blended programs relies on institutions' documentation that all

DEC and NAEYC standards have been included in the curriculum (Bologna et al., 1996). Most of the blended programs have not, to date, completed the new approval process. (See description of George Mason University's UTEEM program, the first program to complete this new process.)

The new integrated, blended programs should prepare teachers who can select those strategies and practices from either ECE or ECSE that match the needs of a specific child or family (LaMontagne et al., 1998a; Smith et al., 1998; Wolery & Bredekamp, 1994). The program should be developed by a team of faculty from related disciplines, especially early childhood education and early childhood special education, who collaborate on the design of the curriculum, all field courses, field experiences, and all learning activities, and who collaboratively implement and evaluate the program (Miller & Stayton, 1996).

Respondents to Miller and Stayton's (1998) national survey of 93 faculty members involved in blended teacher preparation programs revealed that decisions to establish this new approach to teacher preparation were generally based on a philosophy about the "right" way to prepare teachers, rather than on empirical data. The survey also yielded descriptions of benefits and barriers to blended programs and to interdisciplinary teaming practices. As outlined earlier in this chapter, issues identified in the study included (a) the need for faculty inservice education in essential content areas, especially in ECSE; (b) the concern with the balance of both ECE and ECSE content and application; (c) the need for faculty to enter into the development of a shared program philosophy; (d) concerns regarding lack of respect for different points of view and discipline-specific practices; and (e) the limited number of high quality, inclusive field sites available for clinical experiences. Two of the most important findings in this study were the respondents' support for positive faculty relationships, both formal and informal, as the key to success and the perceived lack of administrative support for innovation despite written and verbal statements to the contrary.

Fader (1996) conducted a survey of 27 university programs in ECE-only, ECSE-only, and ECE/ECSE and the students with whom they worked. She received responses from 49 students, 49 faculty, and 12 graduates. As reported earlier in this chapter, students in ECE-only programs generally received little content in working with children with special needs and had few experiences with children with special needs. Compared with students in ECE-only programs, the students in the ECSE-only and the ECE/ECSE blended preparation programs took twice the number of courses in working with children with special needs and in working with families. Students in ECSE and ECE/ECSE programs worked with children with and without special needs, and they were more likely to have field placements in inclusive settings. Findings in this study, as in the Miller and Stayton (1998) study, suggested that while there are few high quality inclusive programs available for student placement in field experiences, the students in the ECSE or blended programs were more likely to work in inclusive settings.

LaMontagne et al. (1998b) surveyed 42 graduates of ECE-only, ECSE-only, blended ECE and ECSE, and dual ECE and ECSE licensure preparation programs for the purpose of identifying areas of emphasis in the different types of programs. Graduates were asked to identify the five most important standards in early childhood education. Findings indicated that graduates from both the ECSE and dual licensure programs selected working with families and community agencies, modifying instruction and environments to support individual needs, and using skills related to specific special education expertise. Graduates from the unified/blended programs selected cultural content, family experiences, teaming practices, and having knowledge related to family inclusiveness

in all aspects of the program. Graduates of the ECE-only programs selected typical child development and other traditional early childhood areas as most important.

Faculty in blended teacher preparation programs reported that blended ECE/ECSE programs, when successful, will provide better preparation for teachers of young children with diverse abilities and needs, better employment opportunities for graduates, skills in collaborating with others to plan and implement programs for all children, and unique opportunities for faculty to engage in collaborative research and writing activities (Miller & Stayton, 1998). Findings suggested that the success of the programs is significantly impacted by the degree of administrative support, non-traditional work assignments for faculty, institutional resource allocation, and collaborative relationships among faculty.

Miller and Losardo (1999) reported findings of a survey of all first graduates of a statewide system of blended early childhood teacher preparation programs in North Carolina. Graduates (n=91) from seven state and NCATE-approved blended programs participated in the study to identify the strengths and needs of programs designed to prepare teachers to serve all children in early childhood inclusive settings, in the birth though kindergarten age range. The investigators examined employment variables, salary, professional involvement, and nature of preparation programs.

Graduates were asked to rate their preparation programs in relation to each competency in the new state Birth-Kindergarten area of licensure. Findings indicated that the balance of ECE and ECSE content in the blended programs was heavily weighted toward general early childhood education. Participants reported that they (a) had limited content and experience with infants and toddlers, especially infants and toddlers with special needs; (b) needed hands-on experience working with children who have moderate to severe disabilities; and (c) needed opportunities to collaborate with families of children with disabilities. The graduates rated preparation in traditional areas of early childhood education for children 3-5 higher than their preparation in areas of early childhood special education, in the birth though kindergarten age ranges for their state's licensures.

A surprising finding in the Miller and Losardo (1999) study was the limited number of graduates from the blended programs who reported that they were members for the Division for Early Childhood (DEC) of the Council for Exceptional Children, while most reported being members of NAEYC. The authors found that graduates from the blended programs had more professional knowledge of the field of ECE than of ECSE. The findings revealed that few respondents felt adequately prepared in behavior and classroom management, an area of great need in their current jobs. It was suggested by the authors of this study that the reason for the absence of classroom management content in the programs may have been the placement of the programs within departments and programs of child development, areas typically opposed to the concept of "managing" the behavior of young children. Content and practice in classroom and behavior management was the number one need expressed by all of the participants in the study. In contrast, participants felt adequately prepared in (a) using naturalistic observation for assessment of children's needs; (b) designing and modifying of learning environments for young children; (c) understanding typical child development; (d) working with typically developing children 3 to 5 years of age; (e) working with children who have mild disabilities, defined in the survey as "speech problems and children at risk"; (f) working with typical families; and (g) serving on interdisciplinary teams. As the first statewide study of the new approach to teacher preparation, the study allows a number of conclusions to be drawn about areas of need and potential recommendations for developing blended programs.

Needs for Research

The future needs for research in teacher preparation in early childhood education are vast. Very few studies have been specifically designed to evaluate programs that prepare early childhood teachers (Bredekamp, 1996). Generally speaking, the literature supports the notion that quality of early childhood programs is related to the training of the teachers (Stedman, 1991). Research also supports the conclusion that training specifically related to child development and education of young children is a component of effective practice (Dunn, 1993; Snider & Fu, 1990). Formal preparation in early childhood education has been associated with teacher behaviors that encourage child engagement, support interaction between teacher and child, and are related to effective curriculum development (Arnett, 1989). Teacher preparation that supports developmentally appropriate practices (Bredekamp & Copple, 1997) is seen by many in the field as appropriate for both typically developing and atypically developing children (Buysse & Bailey, 1993; Miller, 1992; Stayton & Miller, 1993).

The research base in early childhood teacher preparation is inadequate to provide guidance for policy development at this point. There is little information on ECE-only preparation programs, ECSE-only preparation programs, and on the new collaborative ECE and ECSE programs. The field of teacher preparation is responding to societal and professional pressures to move toward more collaborative, interdisciplinary approaches for the diverse school population of the 21st century. Within these pressures, program development decisions are being made without sufficient empirical data on recommended practices (Miller & Stayton, 1998). Anecdotal and site-specific data indicate that collaborative, blended programs in teacher education at the early childhood and elementary levels are effective and are the way of the future (Blanton et al., 1997). However, Miller and Stayton (1998) warn against the intuitive development of innovative teacher preparation programs without further research to guide decisions.

Research to compare the outcomes of ECE-only, ECSE-only, and ECE and ECSE blended reparation with respect to various differences in teacher behavior in inclusive classrooms for young children should be conducted. Additional studies replicating the purposes of the Miller and Losardo (1999) study, the Fader (1996) study, and the LaMontagne et al. (1998b) study of graduates' perceptions of their preparation will lead to a set of recommendations for increasing quality in the collaborative, blended programs. Studies examining the practices of interdisciplinary teams of faculty will foster an understanding of barriers, quality features, and outcomes of collaborative teacher preparation. More research is needed to clarify the roles of the general early childhood teacher and the specialists involved in inclusive settings with regard to the educational planning and implementation of educational programs for children who have special needs. A particular need for research in teacher preparation is in the area of diverse linguistic and cultural needs of children and families, and how well those areas are addressed in different types of early childhood preparation programs. A special area of research need is in the area of social constructivism, evaluating programs' success in preparing teachers to understand and use Vygotsky's "zone of proximal development" to assess and teach children who have diverse learning abilities and needs in inclusive settings (Smith et al., 1998). Additionally, research should examine how well preparation programs are developing teachers who are caring, sensitive, and responsive to different populations of children (Darling-Hammond, 1996).

Other areas for research include analysis of the power of cultural factors within institutions of higher education to support or create barriers to innovation in teacher preparation. Previous research has identified potentially influential factors (Miller, in press); these should be confirmed or investigated in terms of changes that occur in developing programs.

Future Directions in Early Childhood Teacher Preparation

Where will we be in the preparation of teachers for very young children in 5 years? What more will we know about quality in teacher preparation? The need for research is urgent. Major changes are occurring without sufficient data on which to base those changes, other than the social barometer that guides ethical and moral decisions, and a handful of recent studies of the new collaborative, blended ECE and ECSE programs. In 5 years, we should be able to point to concrete evidence regarding what works and how well.

By the year 2005, teacher preparation in early childhood education should have a strong empirical data base on which to make decisions about how to best prepare teachers. In 2005, programs will reflect what is known, not just what is believed, and research-based program models will be able to be compared across a variety of variables. We envision programs being developed and implemented by teams of faculty from essential disciplines, and by students, school personnel, and parents of children with disabilities. Learning communities for preparing teachers in early childhood will be situated jointly in community schools and institutions of higher education.

Collaborative programs have begun to prepare teachers for all children. How well are these programs doing? National and state policies for the future of teacher preparation must be grounded in evidence concerning the kinds of programs that produce effective teaching practices for children in inclusive settings. Early childhood teachers will increasingly be expected to collaborate with specialists and to incorporate practices from a transdisciplinary perspective. But in the last hour of the day, it is classroom teachers who hold the keys to quality education for each child in the program. What should these teachers know and be able to do? What kinds of preparation will allow each student to develop into the best possible teacher for each special child? Finding answers to these questions is essential if all children are to succeed.

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Chapter 4

The Preparation of Early Childhood Education Teachers to Serve English Language

The Preparation of Early Childhood Education Teachers to Serve English Language Learners

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Dramatic demographic changes are making the United States increasingly diverse in terms of its racial and ethnic makeup. During the 1980s, the number of Asian-Pacific Islanders increased by almost 108 percent, Hispanics by 54 percent, Native Americans by 38 percent, and African Americans by 13.2 percent (U.S. Bureau of the Census, 1996). By the year 2010, approximately 68 percent of the U.S. population will be African American, Hispanic, or Asian American; and by 2050, non-Hispanic whites will be 53 percent of the population. Contrary to popular belief, these demographic shifts are not an isolated geographic phenomenon; every region of the country has experienced significant increases in the number of individuals from linguistic, ethnic, and racial minority backgrounds (Violand-Sanchez, Sutton, & Ware, 1991).

In 1990, approximately 32 million people or almost 14 percent of the U.S. population over 5 years of age were non-native speakers of English, and 21 percent reported that they spoke English less than well. The majority (54 percent) spoke Spanish, followed by speakers of French, German, Italian, and Chinese (U.S. Bureau of the Census, 1990). This linguistic diversity is expected to continue given that 90 percent of recent immigrants come from non-English speaking countries (Han, Baker, & Rodriguez, 1997) and that fertility rates are higher for minority women than for white women, with Hispanic women having the highest fertility rates (Villaruel, Imig, & Kostelnik, 1995).

Considering these population shifts, it is not surprising that public schools report an upward trend in minority student enrollments. Already, African Americans and Hispanics constitute the majority of students in most of the nation's largest school systems. Schools are also reporting dramatic increases in the number of language minority students they serve, with the largest increases occurring in early childhood education programs. Yet, while the number of culturally and linguistically diverse (CLD) children is increasing, the number of CLD teachers is decreasing. Ethnic minorities comprise 10 percent of the teaching force, but this number is expected to drop to 5 percent by the year 2000 (Minaya-Rowe, 1992-93). Bilingual education and English as a second language are consistently identified as the fields experiencing the greatest teacher shortages (Han et al., 1997). Consequently, many English Language Learners (ELLs) are taught by teachers who are monolingual English speakers and who do not have specialized training to respond to these children's diverse linguistic, cultural, and other background characteristics.

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This chapter discusses barriers that have contributed to the lack of teacher education programs specifically designed to prepare early childhood teachers to work with young English Language Learners, with a focus on kindergarten through the primary grades. A review of the literature related to the preparation of teachers in early childhood education, bilingual education, and English as a second language programs provides the basis for the development of competencies for early childhood teachers who work with children with limited English proficiency. Characteristics of effective preparation programs for early childhood teachers who serve English Language Learners are described and implications for future research and practice are presented.

Language Minority Students

"Language minority" is a general term used to refer to individuals from environments where a language other than English is spoken. According to the 1990 census, 6.3 million school-aged children between the ages of 5 to 17 spoke a language other than English at home. Limited-English proficient (LEP) students are a subset of the language minority population. The Bilingual Education Provision of the Improving America's Schools Act of 1994 (P.L. 103-382) defines an LEP student as one who was born outside of the United States or whose native language is not English, comes from an environment where a language other than English is dominant; or who is an American Indian or Alaskan Native and comes from an environment where a language other than English has a significant impact on the student's English language proficiency. Additionally, the student must have sufficient difficulty speaking, reading, writing, or understanding the English language to deny the student the opportunity to learn successfully in English-only classrooms. Students who are limited English proficient are now frequently referred to in the literature as English Language Learners (ELLs), a label coined by Rivera (1994) because "limited" carries such a negative connotation in relation to student abilities. However, because LEP is still the more commonly used label, the two terms will be used interchangeably in this chapter.

English Language Learners fall into two broad categories: those who have immigrated to this country at a very early age or who are born to recent immigrants; or those who are U.S. born but are raised in environments that have social, cultural, and linguistic norms distinct from those of their native English-speaking peers (Wong-Fillmore, 1991). Thus, English Language Learners have vastly different linguistic skills in both the native language and in English, having acquired communicative abilities typical of the social and linguistic environments of their homes and communities. Moreover, students with limited English proficiency typically receive their first structured exposure to English when they enter school (Garcia, 1992).

According to the Schools and Staffing Survey conducted by the National Center for Education Statistics (Han et al., 1997), there were over 2.1 million LEP students in public schools in 1993-94. These students represented almost 200 language groups (Townsend, 1995), with Spanish being the most common language spoken (approximately 75 percent of the population). Vietnamese, Hmong, Cantonese, Cambodian, Korean, Laotian, Navajo, Tagalog, Russian, French Creole, and Arabic language groups represented from 1-4 percent of the language minority population. While the majority of English Language Learners (80 percent) were concentrated in California, Texas, New York, Florida, and Illinois, almost 50 percent of public schools reported that they enrolled at least one LEP student; 42 percent of teachers surveyed had LEP students in their classes. Close to 1 of 10 urban, 1 of 20 suburban, and 1 of 50 rural students are LEP (Han et al., 1997). Soto (cited in Kagan & Garcia, 1995) estimates the number of non-English dominant preschoolers ages 0-4 to be 2.6 million, up from 1.8 million in 1974. According to Kagan and Garcia, 93,000 children enrolled

in Head Start programs in 1990 (20 percent of the total enrollment) were non-English dominant, with Spanish speakers comprising 76 percent of this population.

Special Language Programs

The Bilingual Education Provision of 1994 requires that students be provided "special language programs" to help them acquire English as a second language. These programs may or may not include instruction in the native language. At one end of the continuum, some special language programs offer instruction exclusively in the native language to ensure that students develop high levels of proficiency in that language, before introducing English. After that, a combination of native language and English language instruction is provided. Programs employing an English as a second language approach provide instruction in English, which is systematically modified and adapted, to varying levels of English proficiency. At the other end of the continuum, submersion or "sink or swim" programs provide English-only instruction, make no modifications in delivery to ensure that the level of English is comprehensible to ELLs, and offer no native language support.

The literature provides many examples of special language program models. The program models presented in table 1 are based on descriptions reviewed by August and Hakuta (1997) and Baker (1993); these models suggest the diversity of program goals and approaches to native language and English instruction. Regardless of the program model, student success is dependent on the attitude of educators toward students' home languages.

Typically, programs for English Language Learners are one of two types, bilingual education or English as a second language. The National Center for Education Statistics (NCES) Schools and Staffing Survey (Han et al., 1997) asked school districts to indicate which of these programs they provide for LEP students. Results indicated that 85 percent of schools provided ESL, while 36 percent offered bilingual education programs. About one-third of the schools surveyed offered both bilingual education and ESL instruction. ESL models were more readily available because of the lack of bilingual educators trained or certified to teach in languages other than English. Data did not suggest which of the two models were more common in early childhood education programs.

Research suggests that favorable attitudes toward students' native language(s) and cultures facilitate development of both native language skills and high levels of competence in English (Ortiz & Kushner, 1997; August & Hakuta, 1997). "Additive bilingualism," in which opportunities are provided for students to develop high levels of English proficiency that complement rather than replace skills in the first language, can result in certain cognitive advantages, such as higher levels of concept formation and increased cognitive flexibility (Hamayan & Damico, 1991). Conversely, second language learning in less positive or "subtractive" environments is likely to yield negative attitudes toward both the second language and its speakers. Subtractive bilingualism not only contributes to native language loss, but it is also likely to interfere with the acquisition of English as a second language. In instances where students' primary language and culture are replaced with the language and culture of the school (i.e., standard English and mainstream culture), students may fail to develop the personal, linguistic, and cultural competence essential to future academic success (Cummins, 1994; Wong-Fillmore, 1995). Consequently, children may exhibit low levels of proficiency in both languages (Cummins, 1984, 1991), leading to low academic achievement.

Table 1

Classrooms Serving English Language Learners (ELLs)

Program Models	Salient Features	Language(s) of Instruction
Two-way Bilingual Education	Students include both native English speakers and ELLs	•Dual language instruction (English and another language). •English speakers are taught a second language; ELLs are taught English. •Goal is to develop native and second language proficiency for both groups.
Maintenance Bilingual Education	Most students are ELLs from the same language group	•Both native language and English as a second language instruction. •Goal is to develop academic proficiency in the native language and in English. •Support for native language development continues even after the student is considered English proficient.
Transitional Bilingual	Most students are ELLs from the same language group	•Both English and native language instruction. •Goal is to transition students to all English instruction. •As students' English competence develops, the amount of native language instruction is reduced.
English as a Second Language	Students may be students from the same language group, but typically represent a variety of languages	•Typically pull out programs for a specified period (e.g., 1-2 hours per day) •Instruction is exclusively in English but adapted to make it comprehensible to students. •If the teacher is bilingual, s/he may provide some native language support. •Students receive support to develop conversational English skills. They may also receive ESL instruction in content or subject areas. •Goal is to return students to the mainstream classroom on a full-time basis as soon as they are reclassified as English proficient.
Structured English Immersion	All students are ELLs, though not always from the same language group	•Teachers are bilingual but instruction is provided exclusively in English, with the level of English adapted to make it comprehensible to students. •Teachers accept and respond to students' native language use, but they themselves use English only.
Submersion or "sink or swim"	Majority of students are native speakers of English	•Instruction is provided exclusively in English with no systematic attempts to make it understandable to the learner.

Source: These descriptions should be considered only as exemplars of the wide array of special language programs provided English language learners.

According to Wong-Fillmore (1995), children in early childhood, and especially those under the age of 5, are most vulnerable to the assimilative forces of subtractive bilingualism because they are still in the process of mastering their native language and developing literacy skills. Yet few early childhood programs foster linguistic and cultural diversity and, even more alarmingly, the philosophy that "English is best" seems to characterize most pre .hool and childcare programs in this country (Kagan & Garcia, 1995).

Ideally, then, children with limited English proficiency in early childhood programs are served in maintenance bilingual education programs in which they are provided instruction in their primary language as well as in English as a second language. Priority is given to enhancing students' native language skills, and English instruction is correlated with native language development; that is, children are taught to express in English the knowledge and skills that they have already acquired in the native language. In these ideal programs, care is taken not to let English instruction overpower instruction provided in the native language, because educators understand that proficiency in the native language is the foundation for developing high levels of language proficiency in English. The more highly developed the students' first language, the higher the levels of English proficiency they will acquire. Even after students acquire enough English proficiency to receive all of their instruction in English, they continue to be provided opportunities to enhance and refine their native language skills. Maintenance programs increase the likelihood that students will become fully bilingual and biliterate.

More typically, though, students with limited English proficiency receive native language instruction only until they can be reclassified as English proficient. At that point, they are exited into general education classes where they receive their instruction entirely in English, with no further opportunities for native language development (Cummins, 1994; Krashen & Biber, 1988) and no further recognition of their ELL status.

Because of the diversity of languages found in today's schools and the lack of teachers who speak languages other than English, many students do not have access to biling.al education programs. Instead, they are served in English as a second language programs where specialized methods are used to teach oral and written language (Teachers of English to Speakers of Other Languages, 1995), and language use is modified to make it understandable to the learners. Students may also receive sheltered English instruction in the cont:nt areas; sheltered instruction uses simplified English with many visual aids, concrete referents, context clues, and other supports to make the language comprehensible to students. As is suggested in table 1, ESL services are typically offered on a pull-out basis. ESL teachers provide critical support for the development of students' conversational and academic language skills and may also be responsible for providing subject/ content instruction. However, students will not profit from instruction provided by their general education teachers unless these teachers also adapt the use of English to make it understandable to students. Unfortunately, many general education teachers do not know how to make these accommodations because they lack knowledge and skills related to second language acquisition and instruction. As a result, students with limited English proficiency are at risk of academic failure.

The Bilingual Education provision (Improving America's Schools Act, 1994) also mandates that instructional programs provide instruction that is responsive to children's cultural heritage. Ethnographic research in child language socialization reveals the many ways in which different cultural groups prepare children for learning, and this research points out the need to recognize different patterns of learning behaviors and abilities that result from these socializing experiences.

How individuals exchange information and converse may differ widely for various cultural groups. Preferences and practices differ dramatically from culture to culture, for example, with regard to method of greeting, type of dress, degree of eye contact when interacting, and person to whom inquiries are directed (Hanson, 1998). Differences in religious practices, moral values, and beliefs about the value of education are reflected in the manner in which children are reared and in the way children learn about the world (Delgado-Gaitan, 1992). By the time language minority children arrive at school at age 5 or 6, they are all well prepared to learn (Wong-Fillmore, 1991), but their developmental and cultural competence may not be recognized or understood by their teachers. This lack of understanding may, in turn, lead to inappropriate instructional planning and to achievement difficulties (Bowman & Stott, 1994).

Although educators acknowledge that cultural differences exist, few in fact recognize or accept the validity of such differences as reflected in the early experiences of language minority children (Wong-Fillmore, 1991). What is deemed standard and necessary for school participation is based on the mainstream model: children are expected to talk, behave, and learn as children do when they have been socialized in mainstream English-speaking families. If children have not undergone the kind of verbal and cultural socialization that mainstream children have had, teachers may regard them as being deficient in their preparation for school.

One of the assumptions underlying a compensatory approach to educating children is that their parents are doing an inadequate job in preparing them for school. The belief is that these children cannot succeed in school or later in life unless they become more like mainstream children. Therefore, they are placed in early education programs that provide them with the mainstream language and cultural experiences they lack. More harm than good can come from programs founded on these beliefs. The problem is that these experiences can cause children to turn away from the influence of their parents in very fundamental ways. While the transition to school is easier when children are exposed to, and have experience with, the ways of speaking and learning most highly valued by the school, the family's continued role in the socialization of its children may be jeopardized. A better understanding of how different groups socialize children for learning is a prerequisite, both for the design of early educational programs for language minority children, and for the preparation of professionals to work in those programs.

Barriers Related to the Preparation of Early Childhood Education Teachers for English Language Learners

Bilingual education is among the fields with the highest demand for teachers and with the greatest teacher shortages. Of schools responding to the National Center for Education Statistics (NCES) Schools and Staffing Survey (Han et al., 1997), 25 percent said they had vacancies in 1993-94 that they found almost impossible to fill. The supply-and-demand dilemma for special language personnel is exacerbated when one considers the number of teaching positions filled with unqualified personnel and positions left vacant because of a lack of qualified applicants. NCES data indicated that fewer than 3 percent of teachers who serve students with limited English proficiency had academic degrees in bilingual education or ESL. Moreover, only 30 percent of the teachers who had LEP students in their classes had received specialized professional preparation to help them meet the needs of these students; those with the highest concentrations of LEP students were the most likely to have had training specific to these learners.

Because colleges and universities are not currently meeting the demand for early childhood educators, children at their most critical developmental periods are being taught by practitioners who do not meet the standards for licensure as early childhood education (ECE) professionals (Spodek & Saracho, 1990). To make matters worse, Garcia (1992) concludes that most teachers of English Language Learners are trained through unsystematic coursework, district workshops, and federally or state-supported in-service training activities. Consequently, special language programs are either staffed by professionals who are acquiring their expertise on the job or by monolingual English speakers with no specialized preparation related to the education of young English Language Learners. Research suggests that quality early childhood education is critical to students' future success in school. The lack of well-prepared early childhood teachers with expertise specific to the education of language minority students is one of the most serious problems in education today. Without such teachers, students with limited English proficiency will continue to experience widespread underachievement.

While the need for special language programs for English Language Learners in early childhood can be well substantiated, significant barriers stand in the way of preparing teachers to work in these programs. Some of these barriers are discussed in the next sections.

Bilingual Education Controversy

Since its inception, bilingual education has been steeped in controversy, the crux of which has centered on whether native language instruction should be used in educating LEP students and, if it is, how much and for how long native language support should be provided. The debate reached new heights in California with the recent passage of Proposition 227, or the Unz Amendment, and may lead to the eventual dismantling of bilingual education programs in the state with the highest representation of LEP students in the country. Proposition 227 requires that all children in California public schools who are English Language Learners be placed in English language classrooms and instructed through a program of English, after which they shall be transferred to English language mainstream classes. This proposition is unique both in mandating the almost exclusive use of English for the instruction of students with limited English proficiency, and in allocating a temporary transition period not normally to exceed 1 year, in which these students are allowed to acquire a good working knowledge of English. The debate is being further fueled by "English only" referendums that are being introduced across the country in an attempt to make English the official language of the United States.

Discussions of bilingual education are complicated by a general lack of understanding about how a second language is acquired, about the crucial role a child's native language plays in the child's intellectual and cognitive development, and about the critical relationship between native language development and English language proficiency. Moreover, historically, those in positions of power and influence in this country have been predominantly white monolingual English speakers. The rapid and significant demographic changes described earlier in this chapter have enhanced the power base of minority groups and have brought demands for more equitable distribution of power and resources. Threats to the existing power base have resulted in attempts to limit programs and resources that have heretofore focused on minority populations, including, for example, attempts to cap immigration from certain countries; to eliminate bilingual education programs; or to make English the official language of government and the workplace.

Debates about bilingual education must be grounded in research on the education of students with limited English proficiency and on the outcomes of special language programs and services. A National Research Council (NRC) panel of experts (Meyer & Fienberg, 1992) reviewed the *National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students* (Development Associates, 1984; Burkheimer et al., 1989) and the *Longitudinal Study of Immersion and Dual Language Instructional Programs for Language Minority Children* (Ramirez, Yuen, & Ramey, 1991). This National Research Council report concluded that kindergarten and first-grade students who received academic instruction in Spanish had higher achievement in reading in English than comparable students who received academic instruction in English only. The NRC's report (August & Hakuta, 1997), *Improving Schooling for Language Minority Children: A Research Agenda*, again concluded that native language instruction has beneficial effects for limited-English proficient students. Exemplary programs for students with limited English proficiency are multilingual environments in which students' native languages serve a multitude of purposes and functions and native language use is a key instructional strategy. Even in programs where most of the instruction takes place in English, teachers use the students' native languages to clarify and elaborate points made in English.

Still another National Research Council report (Snow, Burns, & Griffin, 1998), *Preventing Reading Difficulties in Young Children*, examined the research available on the development of reading skills among children in kindergarten through third grade, including English Language Learners. This report concluded that students with limited English proficiency who have access to bilingual education programs should be taught to read in their native language while being taught English as a second language. Once they acquire reading skills in their native language and adequate levels of English proficiency, they can transfer and extend these skills to reading in English. For English Language Learners who do not have access to bilingual education programs, the report recommends that priority be given to helping these children develop proficiency in spoken English, and that formal reading instruction should be postponed until children have adequate English skills to profit from instruction in English. Thus, even though the research base is limited, there is greater evidence for, than against, bilingual education for young children.

Shortage of Minority Students in Teacher Preparation Programs

The most likely pool from which to recruit candidates for bilingual education and English as a second language early childhood teacher preparation programs is college-bound students who themselves are members of language minority groups. Yet the pipeline for minority teachers in general, and special language program teachers in particular, is "leaky" (Hill, Carjuzaa, Aramburo, & Baca, 1993). Factors such as poverty rates, low academic achievement, and high dropout rates prevent many minority students from even entering the academic pipeline. Rising tuition rates and lack of financial aid decrease the pool even further. Minority students who do go to college are likely to enroll in 2-year institutions (approximately half of the population), in large part because of more flexible admission policies and lower costs of matriculation. Unfortunately, though, transfer rates from 2- to 4-year colleges are less than 10 percent for minority students and graduation rates after transfer are also disturbingly low. For example, of Hispanic students who transfer to 4-year institutions, only about 20-25 percent complete their undergraduate degrees as compared to 50 percent or more for Asians and whites (National Association of Independent Colleges and Universities, cited in Smith-Davis & Billingsley, 1993).

Students wishing to become teachers may not be able to enter teacher preparation programs because of requirements related to minimum grade point averages or mandated minimum scores on basic

skill assessments required for entry into teacher certification programs. Although established to maintain academic standards, these requirements may also create obstacles for some underrepresented groups. Smith (cited in Hill et al., 1993) indicated there had been an alarming 90 percent reduction in the number of minority students who apply to teacher preparation programs, and that 96 percent of African American applicants and 84 percent of the Hispanic applicants may be denied admission to teacher education on the basis of reading test scores alone.

Exit competency exams further restrict entry into the teaching profession for many students who complete teacher preparation programs (Smith-Davis & Billingsley, 1993). By 1987, all but two states had adopted some form of testing for teacher certification (Romero, 1992). Data on results of these assessments showed that the failure rate of minorities was higher than that of their white peers and that teacher assessments are weeding out language minorities, the very individuals needed to become bilingual education and ESL teachers (Romero, 1992). For example, 81 percent of white candidates passed California's state certification test in 1986-87 compared to 34 percent of African Americans and 59 percent of Mexican Americans. The growth of state-mandated competency tests for teachers increases concerns about these patterns. The culture fairness of these tests has also been questioned, because of their impact on the ethnic composition of the teaching force. Serious questions have also been raised as to whether these assessments predict which teachers will be successful. However, recent shifts by the National Council for Accreditation of Teacher Education (NCATE) and by many state departments of education toward multiple performance-based assessments of teacher candidates' competence may offer more flexible options for evaluation of minority students.

Differential Training Requirements and Credentials

Individuals wishing to become early childhood teachers, including those desiring to teach young English Language Learners, face confusion and obstacles in meeting their goals. These problems are related to differences in the level of training and standards required to enter the profession, and to the continuing lack of a career ladder in early care and education. Unlike elementary teachers, early childhood teachers who work in preschool programs may have high school diplomas, Child Development Associate (CDA) credentials, or undergraduate and/or graduate degrees and teaching credentials from 4-year higher education institutions (Spodek & Saracho, 1990). Differences in entry requirements create confusing situations relative to the status of teachers in the field as well as obstacles for those wishing to pursue additional training. For example, the Child Development Associate (CDA) credential was intended to create a middle level group of early childhood professionals who had adequate competence to assume full responsibility for the care and education of young children (Powell & Dunn, 1990). Although the CDA was implemented in the 1960s, the debate continues today as to whether the CDA is primarily a terminal credential or a step on the early childhood professional career ladder. The status of the CDA has significant implications for the design of programs of study for prospective early childhood teachers, including those who work with young English Language Learners.

The lack of a clearly articulated career ladder and, thus, the lack of clearly defined programs of study, in conjunction with a lack of articulation agreements between 2- and 4-year institutions of higher education, make it difficult for students to determine which courses they should take and/or which will transfer from one institution to another. These challenges are especially pressing for many minority students, who represent the most promising group of future teachers of English Language Learners. Moreover, variations in the content of courses and/or the level at which they

are offered (i.e., lower division versus upper division) may cause students to lose credit for work already completed in 2-year programs when they transfer to 4-year institutions.

A related problem is that early childhood teacher certification requirements vary tremendously from state to state. A 1999 report (McCarthy, Cruz, & Ratcliff) showed that, within the various state licensure patterns for early childhood teachers, there were 12 different configurations based on the ages of the children included in the license. For example, only 16 states use the birth to age 8 range to define "early childhood" as is recommended by the National Association for the Education of Young Children (1995). In contrast, three states define this period as 5 through 8 or 9 years, and another 10 states have only an elementary license extending from kindergarten through grade 6 or grade 8. Further confusion is interdicted by nomenclature: McCarthy et al. found 26 different names used by states in describing their early education licenses. Thus, graduates may find that because of differences in credentialling requirements, and a lack of teacher certification reciprocity agreements among states, employment opportunities are limited to the state where they earned their credential.

Increased basic education and teacher certification requirements have resulted in an increase in the time from entry to graduation, with the time it takes to earn a bachelor's degree now averaging about 6 years (Smith-Davis & Billingsley, 1993). Unfortunately, increased requirements have not been accompanied with increased teacher compensation. As a result, students—and minority students particularly—turn to other, more lucrative, fields into which they are highly recruited.

School Climate

Bilingual education teachers often leave the field because they feel isolated. It is not uncommon for schools to have one bilingual education teacher per grade or for the school principal and general education teachers to have conflicting philosophies about how to best serve students with limited English proficiency. Beginning teachers need assistance in implementing bilingual education and ESL strategies and practices, identifying and/or modifying instructional materials and strategies and approaches. They also need emotional support, especially if they work in schools where programs for LEP students encounter resistance from colleagues and supervisors. If they do not receive this support, teachers may quickly become frustrated in their job. In addition, many teachers transfer out of bilingual education assignments or leave the profession entirely because they believe that the preparation and workload associated with dual language instruction are unreasonable and that the compensation they receive is unfair.

Need for Capacity-building

Shortages of teachers prepared to work with English Language Learners are affected by the limited availability of bilingual education and English as a second language teacher education programs in colleges and universities. Bilingual education program development and institutionalization is often difficult because administrators and non-bilingual education faculty fail to understand and support these programs. As a result, bilingual programs are given low priority (Minaya-Rowe, 1992-93). Additionally, many bilingual teacher preparation programs are externally funded, largely through grants from the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Because of this dependence on outside funding, special language program faculty may not have the privilege of tenure or support from institutional funds. Institutionalization is further hindered by the "leaky" pipeline discussed previously, which makes it difficult to maintain

sufficiently high enrollments to sustain bilingual education and ESL teacher training programs in general, much less to offer specialized training in such fields as early childhood education for English Language Learners.

Even when bilingual education and English as a second language teacher training programs are available, the lack of available faculty expertise makes it difficult to staff these programs. Yet very little attention has been given to the retooling of higher education faculty to participate in the preparation of teachers who serve limited English proficient students. Consequently, many programs prepare teachers for wide age ranges and grade levels (e.g., all-level or K-8 certification) and/or they rely on one or two faculty to teach all of the courses in the specialization (Bredekamp, 1990). Spodek and Saracho (1990) and others (e.g., Association of Teacher Educators [ATE] & NAEYC, 1991) worry that broad certification programs do not adequately prepare teachers to work with young children, although the certificate or license may suggest that these teachers have the needed skills and competencies to serve young children effectively.

The lack of faculty who are experts in bilingual education and ESL also results in diminished capacity to expand the knowledge base related to the education of second language learners, because university faculty conduct much of the research in this field. Of particular concern is the shortage of minority researchers. Data on Ph.D. attainment rates indicated that of the doctorates conferred in 1994-95, 2.1 percent were awarded to Hispanics, 5.7 percent to Asian Americans, and 0.3 percent to American Indians (National Center for Education Statistics, 1998). No measurable growth occurred in the minority share of doctorates between 1988 and 1995. Strategies for moving minority students into the research and teacher education pipeline must be developed; innovative strategies during a period of diminished support for affirmative action are especially critical.

Finally, while efforts are under way to increase the number of minority teachers available to work with culturally and linguistically diverse students, experience suggests that these efforts will not be sufficient to meet the needs of a growing language minority population. Competencies must be identified and programs developed at the preservice and the inservice levels to prepare prospective general education or "mainstream" teachers to better serve the needs of English Language Learners (Milk, Mercado, & Sapiens, 1992).

The barriers to the preparation of early childhood education teachers are numerous and the solutions are complex. Spodek and Saracho (1990) and others have called for establishing consistent standards of practice and criteria for entry into the field, improved salaries, benefits and working conditions, and major modifications to the ways programs are accredited. As the early childhood education field wrestles with these issues, discussions must be framed in the context of a dramatically changing student demography. The preparation of teachers to effectively serve English Language Learners, the fastest growing population in early childhood, cannot be an afterthought.

Knowledge and Skills Associated with the Preparation and Development of Early Childhood Educators Serving English Language Learners

Ten years ago, Ott, Zeichner, and Price (1990) noted that while research on the preparation of early childhood educators has been abundant, it has provided limited information about the character, quality, or implementation of teacher training programs or about the relative effectiveness of

different program models. This claim is still valid today (Bredekamp, 1996; Miller, Fader, & Vincent, this volume) and is especially true in the area of this chapter's focus. Research on the preparation of teachers to work with young English Language Learners is too limited to offer definitive guidance for the preparation of such personnel. The literature does reflect a general consensus about the content that should be included in early childhood teacher education programs that are responsive to linguistic and cultural diversity (NAEYC, 1996; Spodek & Saracho, 1990), content for teacher education programs that prepare bilingual education and English as a second language teachers (August & Hakuta, 1997), and standards for the certification of exemplary teachers of English Language Learners (National Board for Professional Teaching Standards, 1996). Analysis of the competencies included in the literature in these fields provides the basis for the set of competencies that should be required in the preparation of early childhood professionals who work with limited English proficient students.

Early Childhood Teachers Who Serve Linguistically and Culturally Diverse Learners

As student demography has changed, the early childhood field has increasingly recognized that teachers must be better prepared to teach young children from diverse linguistic and cultural backgrounds. It is now more common to find discussions in the ECE literature on the importance of addressing this diversity and recommendations for making the curriculum culturally responsive. It is less common to find information specific to students with limited English proficiency or recommendations that guide teachers in how to provide dual language instruction and/or English as a second language support. Also missing in the literature are discussions of the roles and responsibilities of monolingual English-speaking teachers who teach children with limited English proficiency but who have neither bilingual education nor ESL certification or training. The latter, however, probably constitutes the larger proportion of early childhood teachers who serve English Language Learners. This next section presents a general overview of competencies needed by early childhood education teachers who serve young children from diverse language and cultural backgrounds.

In its position statement, *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education*, the National Association for the Education of Young Children (NAEYC, 1995) called for early childhood educators to become more knowledgeable about the diverse linguistic, cultural, developmental, and educational needs of young children who are from homes where languages other than English are spoken, and of English-speaking children who are from diverse cultural backgrounds, in order to ensure that they are provided appropriate educational and developmental experiences in a responsive learning environment. Recommendations for effective early childhood education targeted working with children and families, professional preparation, and programs and practice.

The NAEYC statement emphasizes that, when working with young children, early childhood educators must acknowledge the connection that children have to the language(s) and cultures of their home. The home language and culture should be valued as vehicles of learning and used to make instruction comprehensible and to enable young English Language Learners to more accurately demonstrate their true abilities, without the limitations imposed by a lack of English proficiency. With respect to families, early childhood educators should facilitate a partnership between family members and the school by actively involving parents and other family members in the learning program and by ensuring that home and school practices and expectations are

complementary. They must also encourage families to support and preserve home language development as a means to enhance future cognitive and academic development while, at the same time, maintaining a connection to their histories, values, and beliefs. According to the NAEYC position statement, effective early childhood programs and practices support and maintain the home language, reinforce the development of the home language as a way to achieve competence in English, and use creative strategies for children's learning that incorporate their home language and culture.

Educators of young English Language Learners perform multiple functions within the classroom and must acquire the knowledge and skills that are required for the successful performance of each of them (Saracho & Spodek, 1995). For example, teachers use a range of formal and informal assessments, observations, and samples of work to identify students' needs and abilities and to develop appropriate programs that address students' strengths and weaknesses. They recognize developmentally equivalent patterns of behavior and give equal value to varying ways of achieving developmental milestones (Bowman, 1991). As curriculum decisionmakers and designers, teachers ensure that the curriculum supports native language development (Nissani, 1990; Prince & Lawrence, 1993); incorporates students' values, beliefs, and experiences (Saracho & Spodek, 1995); and provides students with an active role in the teaching-learning process (Kagan & Garcia, 1995).

Teachers organize instruction; arrange activity schedules; facilitate cooperative learning opportunities; and modify, adapt, and create materials when these methods are inappropriate and/or unavailable from traditional sources. For example, as effective organizers of instruction for young children who are culturally and linguistically diverse, teachers create learning centers that allow children to move freely from one activity to another (Saracho & Spodek, 1995). They recognize the benefits of cooperative learning activities that allow young English Language Learners to hear and use English in a nonthreatening environment, help them better understand activities and adjust to the interaction patterns of the school, and assume an active role in the teaching and learning process (Grant, 1995). As managers of learning, teachers provide multiple learning alternatives in response to children's differing learning rates, styles, interests, and needs (Genesee & Nicoladis, 1995); and they know how to develop routines to help children connect events and language (Tabors & Snow, 1994).

Finally, as effective counselors and advisors to young English Language Learners and their families, teachers are aware of possible discrepancies between home and school expectations and possess the knowledge and skills to negotiate between them. For example, pushing rapid acquisition of English may cause children to lose interest and ability in the home language which, for families with limited English proficiency, inhibits meaningful communication in the home (Wong-Fillmore, 1991). Teachers of young ELLs must therefore be able to acknowledge cultural and linguistic differences between home and school, and work with families to determine expectations for their children's learning (Saracho & Spodek, 1991). Ultimately, they must be able to organize instruction that respects and supports parents' expectations while at the same time preparing children to interact successfully in the school culture.

Competencies of Early Childhood Teachers Who Specialize in Working with English Language Learners

The preceding discussion outlined general competencies needed by all early childhood teachers who serve linguistically and culturally diverse children. There also seems to be consensus in the literature

concerning content that should be included in teacher education programs that prepare specialists in bilingual education and English as a second language. Attributes characteristic of exemplary bilingual and English as a second language (ESL) teachers have been identified from expert judgment (Blanco, 1975; Saville & Troike, 1975), research in schools (Tikunoff, 1983; Ramirez, Yuen, & Ramey, 1991; Garcia, 1992), and by teacher educators (Halcon, 1981; Development Associates, 1984). For example, using Cummins' (1989) framework for empowering language minority students, Clark (1990) suggested that bilingual teacher training programs emphasize cultural and linguistic incorporation, community participation, pedagogy (including skills in curriculum, methodology, and classroom management), and assessment in bilingual education credential programs.

The Center for Applied Linguistics (1974) and professional organizations such as the National Association for Bilingual Education (1992) and Teachers of English for Speakers of Other Languages (TESOL, 1975) have developed general standards for educational personnel working with students from diverse linguistic and cultural backgrounds (K-12). Most of these standards and competencies fall within the following specialized areas: language proficiency, linguistics, culture, and school-community relations. With respect to teacher attributes, Garcia (1992) identified four distinct domains of expertise for exemplary teachers of language minority students: (a) knowledge of specific instructional techniques and the ability to articulate a rationale for using them based on theoretical principles regarding how students learn; (b) specific instructional skills that provide a meaningful, experiential, and contextual stance toward instruction, create opportunities for active learning, and encourage student collaboration/cooperation; (c) a disposition toward creativity, advocacy, and efficacy; and (d) an affect that validates the students' language and cultur and communicates high expectations for all.

A summary of major competency domains found in the literature on the preparation of "special language program" teachers follows. Although this literature is general rather than specific to early childhood teacher education, for purposes of this discussion the competencies are adapted to the special roles of teachers of young children.

Teacher language proficiency

Bilingual early childhood education teachers must have a command of English and a non-English language sufficient to teach young children in either language with ease and confidence, regardless of the level of instruction and including "using appropriate and varied language at high levels of accuracy and fluency" (National Association of Bilingual Educators, 1992, p. 19). Like bilingual education teachers, English as a second language teachers must have command of English and be able to teach children using ESL strategies to make content understandable to children with limited English proficiency. Ideally, ESL teachers would have some proficiency in one or more languages other than English sufficient to support children's need to acquire English effectively. Teachers with personal experiences in learning a second language are more sensitive to the complexity of the task and to factors that facilitate or hinder second language acquisition (Thonis, 1991). Both bilingual education and ESL teachers must also have the ability to adapt language input to children's differing proficiency levels, must contextualize learning, and must create multiple opportunities for the negotiation of meaning (Milk et al., 1992).

Young children's language development

Bilingual education and ESL early childhood teachers must have an especially strong foundation in linguistic theory, including an understanding of the nature of language, first and second language acquisition, bilingualism, languages in contact, recognition and acceptance of children's dialects as valid systems of communication, implications of these concepts for the classroom, and the ability to develop curricular activities (Center for Applied Linguistics, 1974). Teachers use this knowledge to develop instructional strategies that promote language development and to modify curriculum to accommodate the needs of their students (National Board for Professional Teaching Standards, 1996).

Culture

All teachers need to become culturally competent, but this is especially important for those specializing in the education of young English Language Learners. Cultural competencies for teaching include knowledge of and respect for cultural differences, an understanding of behavior in terms of community norms, procedures for gathering cultural information about different communities, and using students'cultural resources in the teaching-learning process (Villegas et al., 1995). Exemplary teachers use their knowledge of the dynamics of culture and of their students' backgrounds students to structure successful academic experiences for them (National Board for Professional Teaching Standards, 1996). They recognize that the degree to which people are acculturated is situational rather than absolute, and so may vary according to situation (Hanson, 1998), and that assumptions about an individual family's behavior based on a cultural label or stereotype may be inaccurate as well as potentially harmful. Culturally competent teachers become collaborative researchers who learn from observations of, and interactions with, the culturally diverse children in their classrooms. By reflecting on these experiences, they enhance their definition of developmentally appropriate practices and enhance their ability to respond to the diverse early experiences of language minority children, including differences in child interaction patterns and parental views of child development and expectations for early schooling (New, 1994).

Instruction

Special language program teachers, including those in early childhood education, must have a comprehensive command of content and subject knowledge, as well as the ability to select, adapt, create, and use a variety of curricula, materials, and other resources, to design programs that facilitate social and academic achievement in the native language and/or in English (National Board for Professional Teaching Standards, 1996). Special language program teachers must have a well-developed understanding of the benefits of helping children develop and maintain two or more languages and must be able to encourage and promote literacy in the native language as well as in English (Snow et al., 1998). In addition, they must be able to guide children in making choices as to the appropriate context in which to use each language (National Board for Professional Teaching Standards, 1998). Teachers create positive, caring, safe learning environments where children learn to take intellectual risks and where they learn to work both independently and collaboratively. In these environments, teachers use a variety of instructional strategies and approaches that accommodate young children's skills, abilities, and interests, as well as their language and culture.

Assessment

Effective teachers of young English Languag Learners monitor children's progress and use assessment information to modify instructional programs to ensure that children achieve expected goals and objectives. These teachers are also familiar with assessment strategies that can guide program planning and implementation, and they use assessment data for these purposes (Center for Applied Linguistics, 1974; National Board for Professional Teaching Standards, 1996). Teachers of English Language Learners use a variety of formal and informal strategies and procedures for continuous assessment as part of the learning process and are able to interpret diagnostic data for the purpose of developing individualized instructional programs for children (Center for Applied Linguistics, 1974). They also recognize the potential linguistic and cultural biases of existing assessment instruments and procedures.

School and community relations

Exemplary teachers of LEP students create linkages with families that enhance the educational experiences of students (National Board for Professional Teaching Standards, 1996). All teachers of young children should actively seek to understand the strengths, accomplishments, and values of their children's families and communities (NAEYC, 1996; National Board for Professional Teaching Standards, 1998) and should be knowledgeable about families' resources (Moll & Diaz, 1987). Exemplary teachers also have the skills to facilitate contact between children's families and school personnel; enhance families' roles, functions, and responsibilities in the school and community; and plan and provide for the direct participation of families in instructional programs and activities (National Board for Professional Teaching Standards, 1996). These skills, though important for all early childhood teachers (Powell, this volume), are especially important for those teaching young children from linguistically and culturally diverse families.

Reflective practice

Like all teachers, accomplished teachers of English Language Learners are lifelong learners, regularly analyzing, evaluating, and strengthening the quality of their practice (National Board for Professional Teaching Standards, 1996). This habit of reflection may be especially critical for teachers of linguistically and culturally diverse children. Teachers evaluate the results of their teaching and seek advice from a variety of sources, including supervisors, colleagues, and their students, to improve their practice. They also consider the effects of their own cultural perspectives and biases and, when these are in conflict with the perspectives of children and their families, seek to work out differences and treat their children fairly.

Professional leadership

Like their colleagues who teach older children, exemplary teachers of young English Language Learners contribute to the growth and development of their colleagues, their school, and to the advancement of knowledge in their field. They advocate for changes in curricula, policy, and practice to improve the ality of education provided English Language Learners. They collaborate with colleagues, sharing information and resources so that fellow educators are effective in meeting the needs f linguistically and culturally diverse learners. Exemplary teachers become involved in professional associations and community organizations, and they share their knowledge through

Table 2

Knowledge and Skills Associated With the Preparation and Development of Early Childhood Educators Serving English Language Learners

Language and Culture

- To understand theories of first and second language acquisition.
- To be able to validate students' culture.
- To be able to use communication styles which accommodate the language and culture of students and their families.
- To demonstrate native-like proficiency in two or more languages and to be able to communicate effectively in a variety of formal and informal sociocultural contexts.
- To be able to understand language, culture, family organization, patterns of authority, social organization, and knowledge forms and their influence on learning.
- To know how to provide focused stimulation for language development by modeling the target language and using techniques to expand and extend children's own language.
- To understand the meanings, traditions, and heritage of their students and to articulate their legacy to local, national, and world history.
- To be able to understand the interaction between the students' culture and the prevailing school culture.

Planning and Managing Learning Environment

- To be able to use both knowledge of students' backgrounds and the dynamics of culture to organize the learning environment to promote students' physical, social, emotional, linguistic, artistic, intellectual, and cognitive development.
- To be able to establish and maintain supportive relationships among children from diverse backgrounds to promote positive self-concepts.
- To be able to initiate work routines, introduce subject matter, and offer educational tools and classroom exhibits that are appropriate to children's age level, interests, language, and culture.
- To be able to plan, implement, and evaluate linguistically and culturally responsive, developmentally appropriate experiences that advance all areas of children's learning.
- To plan for instruction in the native language and in English, as appropriate, and to be able to manage dual language instruction and transitions between languages.
- To know how to stimulate social interaction among children from diverse cultural and linguistic backgrounds.
- To know how to develop routines to help children connect events and language(s).

Instruction and Assessment

- To be able to support the uniqueness of each child through the recognition of patterns of development, as well as family and cultural influences.
- To be able to use strategies which support native language development.
- To be able to use strategies which promote the acquisition of English as a second language, as appropriate.
- To be able to implement a well-conceptualized and sequential curriculum that includes content, examples, and realistic images of diverse groups.
- To be able to use strategies which engage students in meaningful activities, in the native language and in English, as appropriate.
- To be able to offer a variety of learning alternatives which reflect the individual differences in language and culture, learning competencies, cognitive styles, interests, and needs of students, so as to reduce the conflict between individual and group needs.
- To recognize that the same content may have different meaning to different groups of children as viewed through their distinct linguistic and cultural lenses.
- To be able to obtain, adapt, or create materials and resources that are relevant to students' language(s) and culture(s).
- To be able to relate the children's knowledge to what is expected in school in ways that build upon, rather than replace, their experiences in the home and community.
- To be able to use strategies which incorporate the home language and culture.

Table 2

Knowledge and Skills Associated With the Preparation and Development of Early Childhood Educators Serving English Language Learners—Continued

- To be able to make reading and writing, in both the native language and in English, appealing and significant by encouraging students to write about people, places, or activities that are important to them.
- To know how to provide opportunities for meaningful social and academic language use and interaction in both the native language and in English, as appropriate.
- To be able to use a variety of methods to promote individual development, meaningful learning, and group functioning, in ways that accommodate students' skills, abilities, languages, and cultures.
- To be able to assess the competencies of each child by using a variety of formal and informal assessment procedures, including tests, anecdotal records and work samples, recognizing the potential linguistic and cultural biases of existing assessment instruments and procedures.
- To be able to use assessment results for the purpose of prescribing culturally responsive individualized instructional programs for students with differing degrees of native language and English proficiencies.
- To be able to model effective communication in the native language and in English and to use strategies which help children develop and expand their own speech and language skills.

Collaboration and Professional and Ethical Practices

- To be able to create and maintain collaborative, supportive relationships with parents, including the ability to communicate with them in their dominant language or to effectively utilize interpreters to enhance communication.
- To be able to work with parents and families to support children's learning and development in the native language and in English as a second language.
- To be able to actively involve parents and families in early learning programs and settings, utilizing them as valuable linguistic and cultural resources in the teaching-learning process.
- To work with families to determine their expectations for their children's native language and in English development.
- To demonstrate ethical professional behavior requiring the self-examination of cultural perspectives and biases and their potential for inhibiting effective relationships with students and their families.
- To be able to support the home and community by embracing the values of bilingualism and cultural diversity in school programs.
- To be able to explain the role of the native language in children's development and the importance of supporting home and school interventions designed to enhance native language and English as a second language acquisition.
- To reinforce the importance of the native language in children's development and to provide support to maintain and preserve the native language.
- To know how to reinforce families' cultural and linguistic values.
- To support school activities relating to the home and community.
- To be able to advocate for quality child care services which provide opportunities to develop and maintain both the native language and English.
- To be able to contribute to the development, implementation, and evaluation of policy to improve early childhood programs for English language learners.

Note: Although some competencies are appropriate to several of the categories, they are only presented once.

presentations at local, regional, state, and/or national conferences. They are strong advocates for students and their families, espousing the values of bilingualism and cultural diversity.

In summary, then, the preparation of early childhood educators to work with English Language Learners and their families should be driven by competencies specific to the preparation of educators of bilingual/culturally and linguistically diverse students in general, as well as by the knowledge, skills, and beliefs specific to the field of early childhood education. The competencies delineated in table 2 reflect this intersection and are categorized within four distinct domains of expertise: Language and Culture, Instruction and Assessment, Planning and Managing the Learning Environment, and Collaboration and Professional and Ethical Practices. The authors validated the competency list by conducting a survey of the Early Childhood Education Special Interest Group that met at the National Association for Bilingual Education's 1998 convention in Dallas and by a mail survey of directors of early childhood programs currently funded under Title VII. Respondents were asked to rate the competencies in table 2 according to their importance in the training of early childhood teachers and to identify competencies not on the list that they felt were critical to teacher training. The 36 respondents rated all of the competencies listed in table 2 as "very important" or "important" skills of early childhood teachers who work with English Language Learners.

Characteristics of Effective Early Childhood Teacher Education Programs

The previous sections explored the knowledge and skills required by early childhood educators who work with English Language Learners. McCarthy (1990) cautions, though, that beyond the competencies, specific attention has to be given to the nature and quality of teacher education programs. The respondents who validated the teacher competencies presented in table 1 were also asked to identify exemplary early childhood education programs that prepare teachers of young English Language Learners. Only four programs received more than one nomination. Upon further investigation, however, these programs either no longer existed, appeared to have excellent bilingual education or ESL teacher training programs but not a specific early childhood specialization for English Language Learners, or they did not respond to requests for program information. A search of the literature for descriptions of exemplary college and university programs yielded little evidence of such programs (see Miller et al., this volume, for an exception—a description of George Mason University's UTEEM program, which includes bilingual/ESL certification within a unified teacher preparation program). In most instances, available literature addresses the preparation of early childhood educators for English Language Learners in the context of general discussions of the preparation of bilingual education and ESL teachers. Many teacher preparation program descriptions are limited to describing the preparation of special language program teachers for broad age and/or grade ranges (e.g., PreK through grade 8 or all-level certification). Nonetheless, the literature does identify several variables that should be considered in the development and implementation of teacher education programs for early childhood teachers who will work with English Language Learners. These are summarized briefly below.

Recruitment and Retention

Recruitment programs and activities in successful teacher education programs target language minorities who represent diverse languages and cultures. An excellent pool of potential bilingual

education or ESL teachers are teacher assistants who work in special language programs and especially those assigned to early childhood programs. More and more frequently, school districts are collaborating with institutions of higher education to design "grow your own" or career track programs so that teacher assistants can earn college degrees and teaching credentials with bilingual education specializations (Leighton, Hightower, & Wrigley, 1995).

Effective teacher education programs assess the strengths and weaknesses of entering students and consider barriers to program completion these students may encounter (Leighton et al., 1995). They offer academic counseling and professional development opportunities to improve students' academic skills or language proficiency, and they provide social support, for example, by including teacher candidates' families in program activities and training students in cohort groups. Students have access to academic support systems, including advisors who regularly monitor their progress toward completion of programs of study and who help them prepare for benchmark tests such as state-mandated oral language proficiency assessments or licensing examinations. Perhaps more important, they are provided financial support to defray costs of tuition, books, transportation, and child care, since many candidates for these programs will themselves be from lower socioeconomic backgrounds and, thus, fiscal support will be critical for student retention.

Coursework and Field Experiences

Preservice preparation and inservice professional development for early childhood educators to work with English Language Learners address the competencies delineated in table 2, as well as state-mandated certification requirements, through coursework and field experiences specific to the education of young children. The most successful teacher preparation programs are planned collaboratively with parents and schools and are tailored to the unique needs of the families and of the constituents of the particular program and community in which the training program is situated (Spodek & Saracho, 1990). These collaborative efforts lead to a unified perspective about the nature and content of courses and field experiences and increase the likelihood that training experiences not only will be linguistically and culturally responsive but will also address real-world needs.

Field experiences give students opportunities to translate theory and research into practice (McCarthy, 1990). Students participate in intensive clinical experiences in a variety of settings and with a variety of age/grade levels, including working with infants and toddlers and with children at the preschool and primary levels (Saracho & Spodek, 1995). Students are placed with exemplary teachers and in the types of settings where they will likely teach upon graduation. These courses and field experiences allow students to discuss the relationships between theory and practice, to reflect on alternatives for teaching and for guiding behavior, and to consider strategies they would implement in their own classrooms (Spodek & Saracho, 1990). They come to understand that reflective thinking is the trademark of effective teachers (McCarthy, 1990; National Board for Professional Teaching Standards, 1996).

Teacher Induction

The education field has come to recognize the importance of supporting graduates as they make the transition from being students to becoming professionals. Joint planning of programs of study

and field experiences enhances the likelihood that the early childhood teacher education curriculum is aligned with child care, preschool, and public school curriculum and accountability standards; that prospective teachers have intensive clinical experiences in real-world settings; and that they benefit from mentoring by experienced teachers as they join the profession. Novice teachers need assistance in understanding their school's culture, policies, and procedures; implementing bilingual education and English as a second language instructional strategies and practices; identifying and/or modifying instructional materials and strategies; and so forth. They may also need support to handle the anxiety and stress that result from working in schools where special language programs experience resistance from administrators, other teachers, and the community.

Assigning experienced teachers as mentors to first year teachers is critical to their success; also critical is providing continuing professional development opportunities for mentors so they can more effectively perform this role. Frequently identified areas in which extensive mentor training should be provided include cognitive coaching, clinical supervision, communication skills, the needs and developmental stages of new teachers, and effective strategies for working with English Language Learners.

Future Directions

While we have made significant progress in understanding the educational needs of language minority students, much remains to be done in developing and implementing preservice and continuing professional development programs to increase the number of teachers who have the requisite skills to teach English Language Learners. Efforts must be aimed at ensuring that all LEP students are taught by qualified bilingual education or ESL teachers and that general education teachers also have the necessary skills to successfully integrate these children into mainstream classes.

State-Mandated Training Requirements

The California Commission on Credentialling developed a comprehensive teacher credentialling system, the California Comprehensive Cross-Cultural, Language and Academic Development Program (CLAD), which addresses knowledge and skills of teachers of English Language Learners. Teachers who are already credentialled can add the CLAD endorsement to their license by passing examinations on language structure and first- and second-language development, special methods of instruction for English Language Learners, and cultural diversity (August & Hakuta, 1997). To earn a Bilingual CLAD, certified teachers must also pass examinations on the target language, the target culture, and methodology for instruction in the target language. Supervisors and teacher trainers complete professional development programs that address student assessment, curriculum development, staff development, community/parent relations, and research (Leighton et al., 1995).

Although it may be modified in the wake of the passage of the Unz Amendment (see the "Bilingual Education Controversy" section for a brief description of the amendment), California's credentialling system can serve as a model for other states. The system communicates clearly to the field that all teachers who work with English Language Learners, including general education or mainstream teachers, must have the requisite knowledge to ensure that students with limited English proficiency are provided opportunities to learn that lead to high academic achievement. It also provides a mechanism for more effectively linking bilingual education, ESL, and general education programs as teachers share a common knowledge base concerning the education of linguistically

and culturally diverse learners. This kind of credential may serve as a helpful guide or model for other states that are trying to strengthen teachers' ability to help all children succeed, including children from culturally and linguistically diverse families.

Because of the high attrition rate among new teachers, state departments of education must also require and fund quality teacher induction and mentoring programs. Working in concert with school districts and universities, states can provide leadership in defining criteria for selecting mentors; delineating competencies required to serve in the role of teacher mentor; explaining the roles of administrators in the implementation of mentoring programs and in providing ongoing support; and creating the organizational structures required to successfully implement these programs (e.g., assignment of mentors, time to conduct classroom observations, time to meet, and incentives for teachers to serve as mentors). As a component of the incentive system, universities could develop graduate level specializations in teacher leadership and mentoring, which might include giving course credit for teachers who serve as mentors. Mentoring programs may not only help reduce the high attrition rate among special language teachers, but they also provide a vehicle for continuous professional development for experienced teachers as well.

Screening of Teacher Education Candidates

Teacher beliefs play a major role in how prospective teachers respond to the linguistic and cultural diversity they will encounter in their classrooms (Harrington & Hathaway, 1995). Finding ways to access these beliefs and to open them to examination in a nonthreatening way is necessary to ensure that teachers are able to implement appropriate educational programs and curriculum relevant to all children. Teacher beliefs, however, are difficult to change. Given that, it is important to develop selection criteria for admission to teacher education programs that screen out applicants whose values, beliefs, and views may be detrimental to the education of culturally and linguistically diverse children. Preventing such applicants from entering the profession may be easier than removing them once it is determined that they do not have the dispositions and skills to effectively serve language minority students.

University Faculty Development

The increased demand to prepare school personnel to better serve young English Language Learners immediately highlights the serious shortage of university faculty who themselves have expertise in this arena. Attention must thus be given to retooling faculty to participate in the preparation of teachers to serve culturally and linguistically diverse learners and specifically those teachers who will work with English Language Learners. Providing faculty development opportunities presents a complex challenge in higher education because colleges and universities do not typically have formal requirements for faculty continuing education. University administrators must focus attention on developing organizational structures that support faculty retooling, including, for example, providing release time or sabbaticals for faculty to participate in professional development activities or to engage in program or curriculum development and providing incentives for developing expertise in multicultural education (e.g., salary increases, support for attendance at meetings of professional organizations, or paying costs of studying a second language).

As continuing education programs for faculty are developed, priority should be given to enhancing the faculty's ability to respond to the increasing diversity in America's schools, especially in early childhood programs, where diversity is increasing most rapidly and where potential for positive

outcomes is greatest. This priority would be evidenced not only by the institutionalization of training programs for special language program personnel but also by a general education teacher preparation curriculum that reflects a greater multicultural focus. Models for teacher training that reflect these new orientations must be developed, along with mechanisms for measuring the impact of teacher education reform on teacher success and retention and on the achievement of the children they teach.

Enhancing the Research Base

The lack of information available on exemplary teacher preparation programs for early childhood education teachers who work with English Language Learners suggests a need to focus research on this topic and to assess the effectiveness of current programs. Ott et al. (1990) and Bredekamp (1996) suggest that research should focus specifically on how early childhood teachers learn to teach and on the contributions of different varieties of formal teacher education experiences to particular kinds of teacher learning. These data could be used by institutions of higher education to evaluate their programs of study to ensure that there is a match between programs of study and the needs of prospective teachers. Once new teachers are in the classroom, studies of their needs and of the impact of continuing professional development would create better links between preservice and inservice education. In forging a research agenda on the preparation of teachers who serve language minority students, an earlier caution is worth repeating—such research must take place in contexts that reflect the reality of today's student demography and that specifically address the education of English Language Learners, the fastest growing segment of the minority student population.

Research is also needed to evaluate the effectiveness of preservice and inservice teacher education programs in addressing the shortages of bilingual education and ESL teachers. This research should aim to determine how well these programs help prospective teachers acquire the skills and knowledge they need to teach English Language Learners. Assessing effectiveness might include, for example, collecting data on the quality of recruitment and retention programs as measured by increases in the number of students pursuing bilingual education or ESL certification, the number of graduates who receive special language program certification, and the percentage who pass state-mandated teacher assessments. Documentation of the long-term success of program graduates, including the number of graduates who are assigned to bilingual education or ESL classrooms and who remain in the profession, would also be important evaluation data. Ultimately, though, the success of personnel preparation programs is best judged by the academic progress of children who are taught by program graduates. Universities should maintain databases that track achievement of English Language Learners to the level of individual schools, classrooms, and teachers (i.e., program graduates). These data would help identify the strengths and weaknesses of teacher preparation programs and would describe the working conditions that contribute to either the success or attrition of new teachers. Using these data, universities and local education agencies can develop strategies for simultaneously reforming teacher education programs and improving the quality of instructional programs provided to young English language learners.

Summary

Limited-English proficient students are denied opportunities to learn successfully in classrooms taught entirely in English because they cannot understand the language of instruction. Research indicates that native language instruction has beneficial effects for these students (August & Hakuta,

1997) and that young children who receive academic instruction in their native language show higher achievement than comparable students who receive academic instruction in English only (Meyer & Feinberg, 1992). In the case of English Language Learners who do not have access to bilingual education programs, teachers must be able to provide children with a structured English as a second language program so they can develop the necessary oral proficiency in English to profit from instruction in critical skills such as reading (Snow et al., 1998). Language minority students must thus be taught by teachers who understand and can accommodate children's linguistic and cultural diversity. Children who are limited English proficient should be taught by qualified teachers who hold either bilingual education or ESL certification, as these teachers have specialized knowledge and skills to facilitate language development and academic achievement simultaneously. However, because of the growing number of language minority students in America's schools, it is also crucial that general education teachers have expertise in working with linguistically and culturally diverse young learners. Universities and the public schools must work together to reform educational programs to meet the needs of an increasingly diverse population of children and families. The ultimate measure of the success of reforms in the preparation of teachers who work with young English Language Learners is whether changes in programs of study result in higher levels of teacher success, lower rates of teacher attrition, and, perhaps most important, increased achievement for language minority students.

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Chapter 5

Career Pathways in Ohio's Early Childhood Professional Community: Linking Systems of Preparation Inside and

Career Pathways in Ohio's Early Childhood Professional Community: Linking Systems of Preparation Inside and Outside of Higher Education

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For the State of Ohio, and many other states around the country, the past decade has brought reform at every level of education. In Ohio, this reform has had major impact on various institutional settings, including those responsible for the preparation of future teachers. The impetus for these changes in Ohio has ranged from the 1986 amendments to the Education of the Handicapped Act to the comprehensively restructured state teacher education and licensure standards at all levels of public schooling, as adopted by the State Board of Education in 1996.

These reform efforts have resulted in dramatic changes in early childhood education, where, for the first time, Ohio public schools are housing Head Start, early childhood special education, and inclusive pre-kindergarten classrooms, all of which adhere to Head Start performance standards. With the introduction of these new classrooms in the schools, the Ohio Department of Education has assumed responsibility for the licensure of both early childhood and early childhood special education teachers. In tandem, Ohio institutions of higher education have developed early childhood teacher education programs that prepare public school teachers for licensure to teach diverse students as young as age 3.

The main goal of this paper is to describe the current state of such higher education/early childhood teacher preparation programs in Ohio as they have taken shape over the past decade in the context of the reform mentioned above. But, in order to do so, the focus of the description needs to be widened. The more interesting story to share from Ohio is one with a wider scope, encompassing early childhood reform across state agencies, across private and public sectors of the early childhood program community, and across the types of institutions where professional development and teacher preparation takes place. In Ohio, state officials and the field's leaders have conceptualized early childhood teacher preparation initiatives in higher education as linked with all

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other systems of career entry and professional development in early childhood. This is in keeping with the unique diversity of settings for early childhood education (public schools, Head Starts, licensed child care centers, registered family child care homes, private schools, and special education systems), a diversity that does not exist at other levels of schooling.

This story is about various initiatives, events, and mandates in Ohio, which created the impetus and momentum for change related to career entry and professional development systems in early childhood education. It is also the story of people, leaders in the state, who share a mutual commitment to the field and to the children and families served. As the official scribes of this account, we are informed in a number of ways. In part, we are informed by our collective involvement in Ohio professional development initiatives and, for Kantor and Fernie, our 15-year careers in early childhood teacher preparation (Fernie & Kantor, 1994). We are also informed by the historical documents that have been kept within the Ohio Head Start Collaboration Office (Verzaro-O'Brien & Scott, 1996; Scott & Verzaro-O'Brien, 1998; Verzaro-O'Brien & Scott, 1998). But, most importantly, we are informed by, and will represent, the collective perspective of a core group of leaders whom we brought together as a focus group to reflect on the history and current state of work in Ohio's early childhood community. Thus, we have approached this case study of Ohio's early childhood teacher preparation and career development as qualitative researchers of early childhood settings (Kantor, Elgas, & Fernie, 1993; Scott, 1992).

As interpretive researchers, we were interested in the social construction of these processes and events and used familiar research tools (e.g., focus group discussion, interviews, and document analysis) to explicate and document them. Using these tools, we are able to situate this account in its historical context, primarily by seeking the collective memory of many of its participants. As part of this analysis, we conducted a 3-hour focus group discussion with nine participants who played key roles in the transformation we describe here. These include: the Director of the Division for Early Childhood Education in the Ohio Department of Education; the Director of the Ohio Head Start Association; the Director of the Head Start Collaboration Project; the Director and a senior Ohio Program Enhancement Specialist of the Region VB Head Start Quality Network; an early intervention specialist from the Department of Child and Family Services in the Ohio Department of Mental Retardation and Developmental Disabilities; and the Chief of Child Care Services at the Ohio Department of Human Services. Additional interviews were conducted with the Chief of the Child Care Licensing Bureau of the Ohio Department of Human Services; the Education and Technical Assistance Coordinator of the Bureau of Early Intervention in the Ohio Department of Health; the Director of Action for Children (a Columbus resource and referral agency); a Chair of the Coalition of Associate Degree Early Childhood Programs and the Chair of the Ohio Higher Education Consortium for Inclusive Early Childhood Education.[1] In addition, the first two authors of this chapter convened and led the focus group, while the third author participated in his role as a senior Ohio Program Enhancement Specialist for the Region VB Head Start Quality Network. The fourth author has served as an early childhood and public policy consultant for the Ohio Head Start Association, Inc., and the Head Start Collaboration Project since 1993 and provided her perspective in reaction to draft documents.

For the first 2 hours of the group discussion, participants responded to our open-ended request to describe their perspectives on the course of events, the accomplishments and challenges faced by the Ohio early childhood community over the past dozen years or so. At various points, we asked more focused questions and probes to clarify particular aspects of this history, as we remembered it. For the final hour of the focus group, we worked as a group to socially construct crosscutting

themes out of the details of events, initiatives, and processes just described by the group. These themes, listed in figure 1, will be discussed in context throughout the chapter and may be used as an advance organizer for understanding this account. The lively interchange that reconstructed this history was audiotaped and later transcribed for analysis. Subsequently, the participants critiqued and corrected draft versions of this analysis. While this chapter represents the consensus of 12 highly involved participants, there are undoubtedly other informed perspectives and versions of the state's history.

Figure 1

Themes That Emerged in Focus Group Discussion

Theme 1	Diverse representation and parent participation
Theme 2	Pivotal decisions
Theme 3	Thinking outside the box
Theme 4	Characteristics of state leaders
Theme 5	Opportunistic grantsmanship
Theme 6	Dual and blended roles
Theme 7	A unified early childhood voice
Theme 8	Scanning the landscape

Our goal is to give colleagues in other states a sense of the work in Ohio beyond the straight facts—an interpretation of what has happened and continues to happen, and insight into how it has taken place. The analysis of a single state's efforts is not intended to be prescriptive. While we talk in terms of models and policies, they are not necessarily ones that are transportable across state lines. Rather, the value of a case study is to share a process we have experienced as we have attempted to move from fragmented early childhood career development systems to more integrated systems through feasible, sensible improvements. The challenge in writing this paper is to convey very complex and nonlinear histories in accessible ways that do not confuse but also do not oversimplify the stories. In order to do so, we have organized the many facts, events, and people involved into three time periods which capture the evolution of state activity in early childhood, each period with its own significant events, contexts, and people. We have also structured the presentation of these activities into two streams, one that represents state agencies (Ohio's Departments of Education, Health, Human Services, and Mental Retardation and Developmental Disability) and one that represents non-governmental, professional associations (Ohio Head Start Association, Inc., Children's Defense Fund Ohio, Ohio Association for the Education of Young Children, Ohio Child Care Resource and Referral Association, Ohio Early Childhood Higher Education Consortium and the Ohio Coalition of Associate Degree Early Childhood Programs).

The first two time periods to be described, 1984–1989 and 1990–1993, saw the emergence of a vibrant, unified early childhood community of state leaders. The description and analysis of events and initiatives during these time periods are not presented with a strict chronicity, but rather are presented to reveal both the proactive attempts to create a broad-based network for early childhood advocacy in the state, as well as the serendipitous events and decisions that have had great impact on the strength of this community. The coming together of leadership across state and non-governmental agencies and associations is critical pre-history to understanding the third time period, 1993–present, where undertakings inside and outside of higher education have been marshaled to improve early childhood careers and teacher preparation at all levels.

1984–1989: An Emergent State Agenda in Early Childhood

The first period of activity to be analyzed here represents the 5 years between 1984 and 1989 and the beginnings of a significant early childhood focus in the state. The Children's Defense Fund Ohio, the first state-level office of the Children's Defense Fund, had been established in 1982 and had begun building its presence in Ohio by creating relationships with foundations, corporations, local communities, and the early childhood professional community. Also, by the early 1980s a cluster of child care resource and referral (R&R) agencies had been established with federal money in the major cities in Ohio (the first two, in Columbus and Cincinnati, were established in 1972). The Ohio Child Care Resource and Referral Association (OCRRA) began building its program of advocacy for a state-funded R&R network throughout Ohio. Nationally, the Act for Better Child Care had set the stage for state activity in the child care arena.

In 1986, child care licensing in the Ohio Department of Human Services (ODHS) established the requirement that center-based child care teachers hold at least a high school diploma and have 15 clock hours of training a year in child development, first aid, childhood illnesses, and child abuse prevention for each of 3 years, for a total of 45 clock hours. Retrospectively, this seems like a small step toward raising standards in the childcare field. But for Ohio, this regulation represents an important turning point. Ohio, the 48th of 50 states to pass a licensing law, had no childcare regulations before 1970. Before 1960, childcare had been regulated in Ohio under a child welfare

statute, but a legal challenge to the old law by a group of childcare operators was successful. It took 10 years, until 1970, to pass the new law and to establish a Child Care Bureau to create and oversee childcare standards and regulations. In 1981, another lawsuit by a group of childcare operators again challenged the department's authority to regulate them. While the Ohio Supreme Court ruled that childcare centers should be regulated, the existing statutory language was ruled defective. It took until 1985 to pass the current law, which includes an increase in professional development requirements. The law went into effect in 1986 and has not been challenged or amended in the intervening 13 years. This more recent law created an enormous need for training in the state.

Perhaps the most active early childhood sector in the state was situated in the field of early intervention, where services have been designed and delivered to infants and toddlers through the county Boards of Mental Retardation since the late 1960s. By 1988, the Ohio Department of Mental Retardation and Developmental Disability, the state agency which oversees the county Boards, and the Ohio Department of Health, the lead agency for early intervention in the state, adopted a set of standards for early intervention specialists in Ohio in response to a federal mandate, Public Law 99–457, which established early intervention in the states. These standards, requiring teacher certification or a bachelor's degree in a related field, an internship, and nine quarter-hours in designated content classes, established early intervention specialists as the most systematically credentialed professionals in the Ohio early childhood field.

In 1984, under the direction of the State Board of Education, the Ohio Department of Education created a Commission on Early Childhood Education to review and study issues in the field of early childhood education as it then existed in Ohio. The diverse composition of the Commission—parents, public school representatives, community and private early care and education organizations, and representatives from state agencies—has become an informal template for the many commissions, task forces, committees, and councils that have followed. In fact, "diverse representation and parent involvement" is the first ongoing theme identified by the focus group as characteristic of the early childhood enterprise in Ohio (*Theme 1: Diverse Representation and Parent Participation*). This particular commission focused on four areas: preschool; early identification of disability; early entrance screening, and school-age child care. The major recommendations generated by this task force were to emphasize collaborative planning across state agencies and to hold public forums that sought local input for early childhood initiatives.

Another major development during this time period occurred in 1986, when staff from various Ohio grantees created the Ohio Head Start Association, Inc. (OHSAI), a voluntary professional group whose missions were to advocate for Head Start staff and to plan professional development experiences, including an annual conference. Over the years, this coordinated, voluntary association has become a leading force and influential voice for the Head Start community in Ohio. In 1986–1987, OHSAI and the Children's Defense Fund Ohio, along with the Corporation for Ohio Appalachian Development and the Ohio Urban Resource System, began to campaign for state-funded Head Start—a campaign that eventually would result in Ohio becoming the leader in the nation for Head Start state funding.

Soon after, in 1987, the Ohio Department of Education made the decision to employ early childhood special education staff to address the needs related to a newly created Kindergarten validation (an "add-on" certification for teachers who already held a certificate for grades K-8), a new (voluntary) pre-kindergarten certification for learners birth-5, and most important, new pre-kindergarten classrooms created in response to the federal early childhood special education

mandates related to Public Law 99–457. Notably, the Assistant State Superintendent, a champion of early childhood, convinced the State Board to place the early childhood special education staff in the Department of Student Services rather than in the Division of Special Education. This administrative decision about the placement of early childhood activity was purposeful rather than serendipitous, and was characterized by the focus group as a pivotal one (*Theme 2: Pivotal Decisions*). By locating special education in a more general early childhood section and by placing the whole section in student services, the Department established an early infrastructure for inclusive early childhood and left the section to grow and take shape without the constraints of an already large and established bureaucracy. In other words, early childhood, in its own infancy within state government, was established in an environment that allowed thinking "outside the (special education) box," a third theme raised during the focus group and one that will be repeated often in this story (*Theme 3: Thinking Outside the Box*). This structure was unique in the country at the time when, in most states, early childhood special education units were placed either in Departments of Health along with early intervention or in Departments of Education within divisions of special education. Since 1987, the early childhood education staff has become a formal division—that is an operating unit—within the Department of Education, with a staff of 35 including regional specialists; its Director reports directly to the Superintendent.

These were the beginnings of the Ohio Head Start Association, Inc., child care licensing in the Ohio Department of Human Services, the Division of Early Childhood Education in the Ohio Department of Education, the Department of Early Intervention in the Ohio Department of Health, the Ohio Child Care Resource and Referral Association, and the Children's Defense Fund Ohio—six entities focused on early childhood concerns, three state government and three professional organizations. What these facts of their respective histories do not reveal is that, from the beginning, these entities were spearheaded by leaders who "think outside their specific domains, seize the moment to speak in a unified voice for young children, understand increasingly their collective self-interest and interdependence and are not worried about the credit they receive individually for their accomplishments" (*Focus Group comments and Theme 4: Characteristics of State Leaders*).

The linkages across these entities began to grow in 1987–1988, when the early childhood education section in the Department of Education was allocated state funds to distribute as demonstration grants to Head Start programs, for the purposes of developing curriculum in such areas as reading readiness, math, science, technology, and parent involvement. This connection between Head Start programs and state government, through the Department of Education, was strengthened even further when the Ohio General Assembly passed a House bill in 1988 that required the State Board of Education to adopt rules for the distribution of new monies to Head Start programs and Public School Preschools so that more eligible children could be served through program expansion. This action located state-funded Head Start, public preschool, and early childhood special education funding together in the Ohio Department of Education's Early Childhood Education section, creating a potential state framework for inclusive early childhood education.

The focus group noted another interesting development from this period, which they perceived as important to the quality of the relationships that have formed across these early childhood groups. In 1988 and 1989, the OHSAI Director had the foresight to obtain funding from the Department of Education (*Theme 5: Opportunistic Grantsmanship*) to provide professional development seminars for a core group of Head Start leaders (grantee directors, assistant directors, and agency leaders) in the areas of human services management, organizational change, team building, applied strategic

planning models, and group dynamics. These seminars, and those to come in later rounds, prepared a core group of leaders for a rapid expansion of Head Start programs. They also provided a context for relationship building, which proved critical to eventual collaboration as these leaders moved into key positions in the state, for example, into the directorship of the Head Start Collaboration Project. Eventually (in 1993), these highly successful leadership seminars were extended to other staff from the Head Start Technical Assistance Support Center (i.e., the TASC), superintendents, leaders from the Departments of Education and Human Services, and more directors of Head Start grantees, using a funding stream obtained by state legislation which required a professional development "set aside" from state Head Start expansion monies. The focus group agreed that building these relationships in such a neutral context, without the presence of the usual "turf" issues, allowed the group to form a common orientation to human service agency management and to form the strong allegiances that laid the foundation for interagency collaboration.

Figure 2 summarizes and presents visually both the streams of activity emanating from state agencies and professional associations in the period 1984–1989 and the nascent early childhood agenda that was emerging from these activities. Reflecting back on this time period within our state, we can now see that the "drivers" for much of what happened came from national emphases on "risk," disability, and school reform. Increased federal monies for Head Start, the appearance of federal mandates related to disability, and articulation of our nation's education reform agenda were the broader landscape for the emergence of a state agenda in early childhood.

Finally, we want to recontextualize the state of higher education early childhood teacher preparation within this time frame. We have just described the activity in various sectors of the early childhood professional community. In 4-year higher education institutions, we were designing programs to prepare our students for the new Kindergarten validation. Typically, the Kindergarten validation was an "add-on," consisting of two courses and relevant practicum experiences, to certificates for teaching grades 1 to 8 or to multi-age licenses such as home economics. In both 2-year and 4-year higher education institutions around the state, faculty also designed programs to prepare students for the associate and bachelor level pre-kindergarten certificates. While teacher certification, in general, is a mandated requirement for teaching in programs that fall under the jurisdiction of the Ohio Department of Education, the voluntary nature of the pre-K certificates made them desirable to the community of teachers working in the child care community. Thus, programs at universities and colleges created pathways to the voluntary pre-K certification and encouraged their graduates to seek employment in various early childhood settings, including child care, Head Start, and private pre-schools, even though the certification was originally designed for teachers in the public school. The leaders in both the Early Childhood Education section of the Ohio Department of Education (ODE) and those in higher education felt that pre-K certification would benefit the field as a whole. Thus, this certification was an important development and a turning point for early childhood teacher preparation because it described extensive formal education related to early childhood education, created an aura of legitimacy for such preparation because it resulted in a state certification, and created the first bridge between public schools and the wider early childhood professional community.

Figure 2

Period One: The Emergence of a State Agenda: 1984-1989

Child Care

1980s First resource and referrals in Ohio

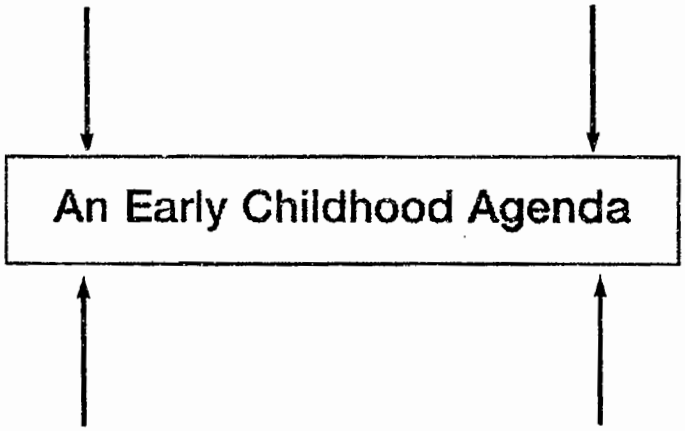
1982 Children's Defense Fund Ohio

1986 New licensing minimums

Public Early Childhood Education

1984 First Commission on Early Childhood

1987 New Early Childhood Education/Special Education staff placed in student services in the Ohio Department of Education



Early Intervention

1988 New standards adopted for early intervention

Head Start

1986 Ohio Head Start Association creat

1987 Ohio Department of Education giv state monies for Head Start

1988 First public school and Head Star expansion

1988-1989 Head Start professional development seminars

1990–1993: A Confluence of Pivotal Events and the Emergence of Key Stakeholder Groups

Beginning in 1990, a confluence of critical events, pivotal decisions, and the emergence of several additional, important stakeholder groups in the state created an infrastructure for change across state agencies and professional associations (see figure 3). Concomitantly, a momentum and an excitement about the early childhood agenda began to grow.

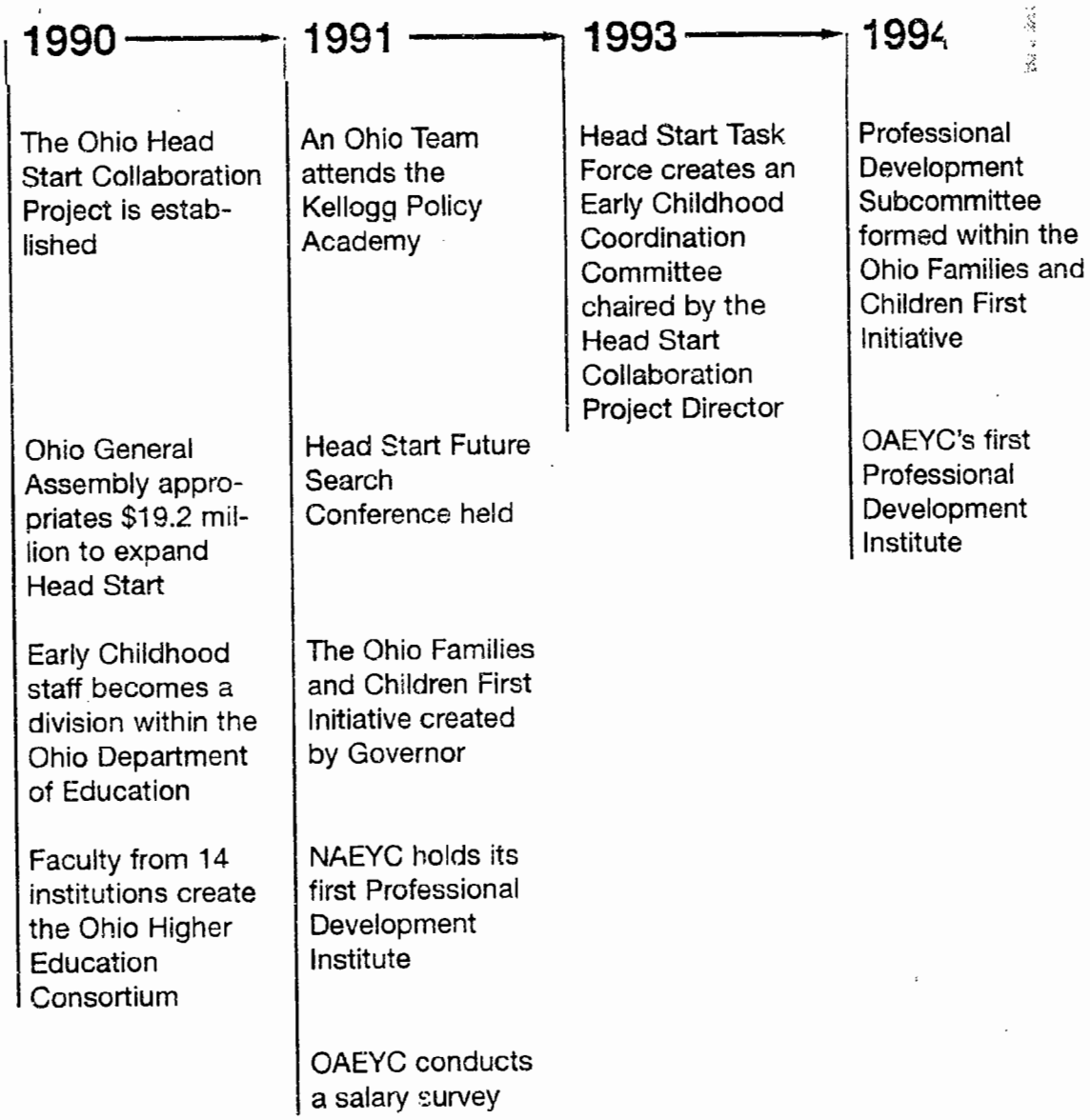
In 1990, the Administration for Children and Families/Head Start Bureau of the U.S. Department of Health and Human Services created the Head Start State Collaboration Demonstration Project (The Collaboration Project) in 12 states. The mission of the project was to link local Head Start grantees with services sponsored by that state and to create opportunities for interchange between Head Start leaders and state policymakers. The Office of the Governor and Ohio's Head Start Association, Inc., Director, showing *opportunistic grantsmanship*, jointly applied for and received one of these competitive grants.

The Collaboration Project concept included the institutional placement of the Project Director close to the Office of the Governor, so that the state bureaucracy would not obstruct its initiatives and decisionmaking processes. In Ohio, once again, a *pivotal decision* was made related to placement of an early childhood venture. The Collaboration Project was placed directly in the Governor's Office, and not in the Department of Education or any other state agency. Since that time, the Governor's Office and the Ohio Head Start Association, Inc., have jointly managed Ohio's Collaboration Project. The strength of the Collaboration Project is reflected in part in the support it has received from two administrations and both political parties in Ohio (It is the only Collaboration Project of the original 12 that is still housed in a Governor's Office.). The Project Director attributes this continuity to the unified advocacy for the project by Children's Defense Fund, Ohio and OHSAI during the transition between Governors, and to the pivotal decision made in 1993 to rename the project's leadership position from Head Start Collaboration Project Director to Early Childhood Director (encompassing the Collaboration Project). This has created a sense of relative permanence to the position and broadens the presence of the office from one focused on Head Start to one that encompasses all of early childhood. This shift in role provides another bridge, this one linking Head Start with the wider early childhood community.

In 1990–1991, at the same time that the Collaboration Project was being installed in the Governor's Office, a significant confluence of events occurred in Ohio and nationally that would prove critical to the momentum and infrastructure that was emerging in the state's early childhood community. First, in 1990, the Ohio General Assembly approved $19.2 million dollars in the biennial budget to expand both state Head Start and the Public School Preschool slots—a state investment that came at the same time that the federal government also increased its investment in Head Start. This state funding continued to grow over the next three biennium budgets and, combined with federal monies, reached a level of $210 million to serve more than 50,000 children in 1996–1997, making Ohio a leader among those states that provide state Head Start funding to Head Start programs. Also in 1990, the State Board of Education reorganized the early childhood staff into a separate operating unit, called the Division of Early Childhood Education within the Ohio Department of Education, creating an organizational "home" for the state's early childhood education activities for children ages 3 to 5. The early childhood community viewed this decision as an indication of the Board's interest in young children.

Figure 3

Period Two: A Confluence of Pivotal Events and Critical Decisions



During this same period, two separate but critical strategic planning events took place. The first event (1991) was a Policy Academy for teams of leaders from six states, sponsored by the National Governors' Association and the Kellogg Foundation. The purpose of the Academy was to strengthen states' capacities to develop statewide, family-centered directions and policies. The Ohio team that was sent to the Academy was comprised of leaders across Ohio's state agencies, so that strategies for working across state agencies and with state legislators could be examined. At the completion of the Academy experience, the state team drafted a vision statement and goals patterned after National Education Goal #1, which states that by the year 2000, all children will be ready for school by age 5.

The second strategic planning effort, the Future Search Conference (1991), was sponsored by the Head Start Collaboration Project as a venue for key stakeholders throughout the system to come together and consider options for the future. The goal of the conference was to develop a shared vision of collaborative service delivery for all of Ohio's young children and their families, especially those of low income. Fifty-seven state and local representatives from Head Start, state agencies and associations, local service providers, and the business community attended the conference and came to consensus around core values and key issues in the field. Commitments were made to support the systems changes necessary to realize the vision. Discussions were summarized and provided to the Policy Academy by leaders who were part of both events—such dual and blended roles became another theme characteristic of Ohio's early childhood work (*Theme 6: Dual and Blended Roles*).

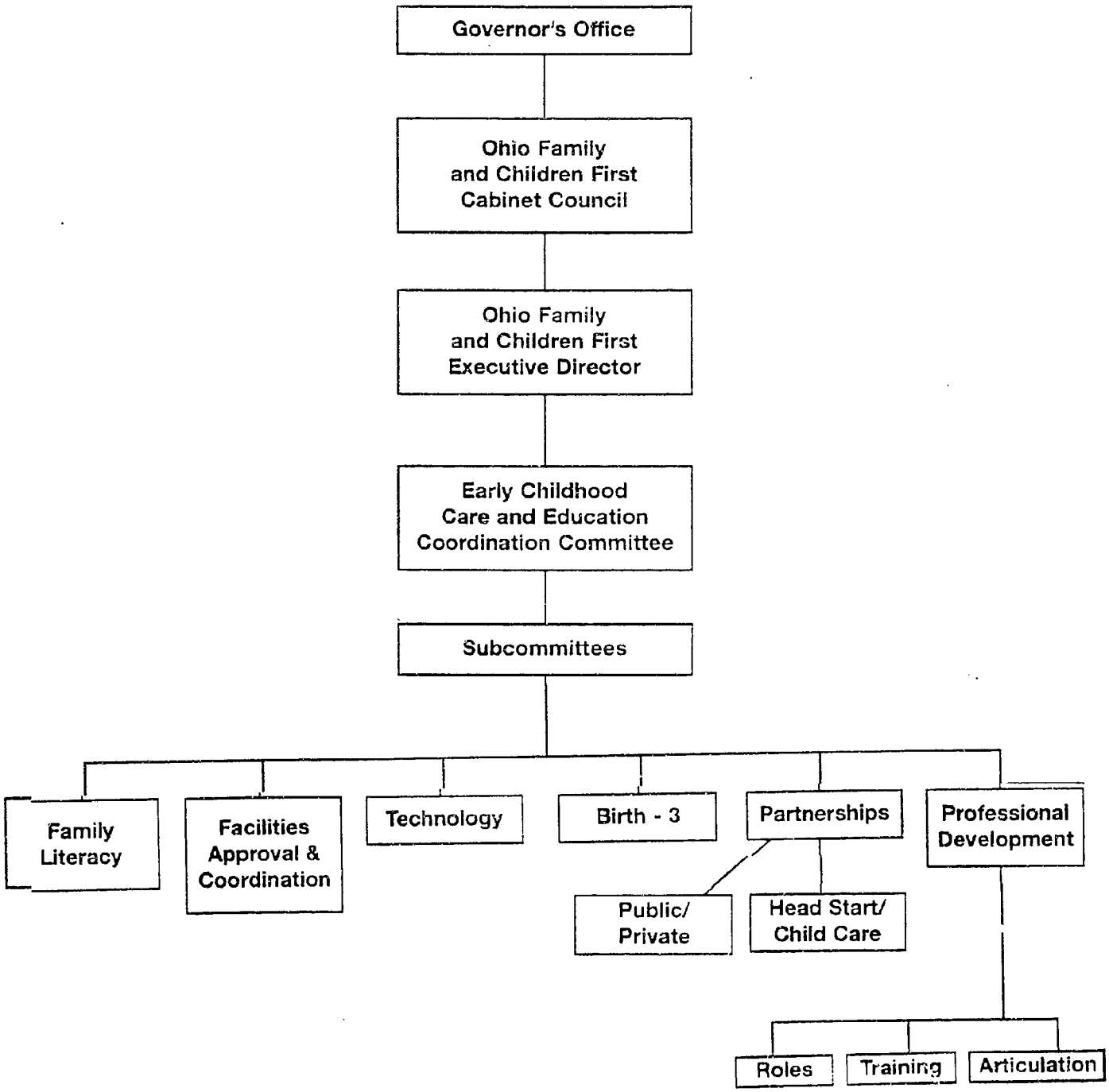
Soon after, and in part influenced by these two events, the Governor issued an executive order (in 1992) creating the Ohio Family and Children First Cabinet Council and Initiative—another prime example of *thinking outside the box*. The Ohio Family and Children First Initiative (OFCF) was created to meet the challenge articulated by the Governor in his first inaugural address: "Our aim . . . is to make an unprecedented commitment to one priority that I believe ranks above all others—the health and education of our children. Most Ohioans have had enough welfare . . . enough drugs . . . enough crime. Most would love to see that debilitating cycle broken.. The only way to do it is to pick one generation of children..draw a line in the sand... and say to all: This is where it stops." (State of the State Address, March 1991).

To meet this challenge, the Ohio Family and Children First (OFCF) Initiative aimed to improve access to, and delivery of, education, health, and social services to Ohio's children and families. The primary focus of OFCF is to promote local decisionmaking about resource utilization through partnerships between families and communities, and to recognize the family as the core and strength of a stable society. At its core, Ohio Family and Children First has been about *diverse representation and parent participation.*

Ohio Family and Children First is an historic and ongoing initiative for this state. For the first time, the state's education, health, and social service systems and Ohio's families focus together on three shared policy goals: to assure that infants and children are healthier, to increase access to quality preschool and childcare for families desiring enrollment, and to improve services to aid family stability. The main strategies to achieve these objectives are to increase local flexibility, reduce red tape, and focus programs on families and children rather than bureaucracy. By 1996, all of Ohio's 88 counties had created local OFCF Councils customized to meet local needs and to address local service delivery. At a state level, the coordinating body for the initiative is the OFCF Cabinet Council, made up of the Superintendent of Public Instruction, the Directors of the Departments of Alcohol and Drug Addiction Services, Budget and Management, Health, Human Services,

Figure 4

Organizational Chart for the Ohio Families and Children First Initiative



Mental Health, Mental Retardation and Developmental Disabilities, and Youth Services. This Council continues to provide statewide policy leadership and to guide efforts to streamline state management operations while focusing on prevention and early intervention activities.

In 1993, the Governor created the Head Start Task Force, whose mission was to examine issues of program quality, facilities, and licensing throughout Ohio's Head Start system. The Executive Director of the Children's Defense Fund Ohio chaired the Task Force and proposed strategies that would improve program quality, expand the number and quality of facilities, and streamline licensing processes. As a result of the work of this Task Force, an Early Childhood Coordination Committee (ECCC) was formed and chaired by the Head Start Collaboration Project Director. Eventually, the ECCC was placed within the Ohio Family and Children First Initiative so that these two efforts would be integrated, *creating dual and blended roles and a pivotal decision* that positioned Head Start at the center of future planning for early care and education in Ohio and created even more momentum toward a unified early childhood voice in Ohio (*Theme 7: A Unified Early Childhood Voice*).

The mission of the Early Childhood Coordination Committee (ECCC) is to create a continuum of flexible, community-based, high quality services that are accessible, affordable, comprehensive, and integrated. Parental choice is stressed. The committee seeks to forge new (and strengthen existing) state and local partnerships among early care and education, health, intervention, and human service systems. To accomplish its mission, the Project Director established six subcommittees (see figure 4), each of which focuses on specific challenges that impact upon a system of quality care and education in early childhood.

The Professional Development Subcommittee of the ECCC was created to propose improvements to Ohio's early childhood professional development systems—both to coordinate career development pathways in early childhood across its various systems and higher education, and to improve th · quality of programs by recognizing the link between program quality and the training and education of staff. The Chair of the ECCC invited the President of the Ohio Association for the Education of Young Children (OAEYC) and the Assistant Director of the Early Childhood Division of the Ohio Department of Education (ODE) to co-chair the Subcommittee, reflecting the goal to create connections between higher education and the wider childcare community.[2] Over time, this Subcommittee became the nucleus for coordinating Ohio's higher education programs on teacher preparation with professional development outside of formal education (described in the next section of the chapter).

Two higher education stakeholder groups emerged during this period, the Coalition of Associate Degree Early Childhood Programs and the Ohio Higher Education Consortium for Inclusive Early Childhood Education. These two groups have been instrumental in shaping the thinking within Ohio about higher education programs, as well as about early childhood public policy. The Coalition consists of faculty from 22 colleges that provide early childhood courses, training, and associate degrees in early childhood education. This group was formed in 1984 in response to discussion in the ODE Division of Early Childhood Education related to the development of childcare regulations. The coalition turned out to have a proactive influence on the development of the regulations and continued to meet to strengthen its identity. Their input into the development of teacher certification standards in the Department of Education resulted in an Early Childhood Associate's Pre-Kindergarten Certificate, for example. The Coalition continues to be an important voice in the work with state, local, and regional organizations to improve the current status of career development in Ohio. Many of its members are representatives on key committees and in early childhood organizations throughout the state.

A faculty group at 4-year institutions experienced a similar process of development. The Ohio Higher Education Consortium for Inclusive Early Childhood Education was originally formed in response to an invitation from the Director of the then-new Early Childhood Education Division in the Ohio Department of Education (ODE). The Director had a full agenda at the time, including the implementation of Public Law 99–457, the amendments to the Education for the Handicapped Act, and the Act's provisions for services to young children and their families. Public Law 99–457 and House Bill 248 (enacted by the Ohio General Assembly in 1988) required all school districts in the State of Ohio to offer educational services for children with disabilities, beginning at age 3. This new legislation greatly increased the need for personnel preparation in the field of early childhood special education. In 1990, in response to this increasing demand, a group of faculty specializing in teacher education from around the state, sponsored by the Division of Early Childhood Education in ODE, formed the Higher Education Consortium. The Consortium, comprised of members from 14 institutions, envisioned fostering a collaborative effort among institutions of higher education through an exchange of information, professional networking, professional advocacy, and promotion of research and evaluation. For the next 7 years, with funding from the Division of Early Childhood Education, the Consortium would meet monthly, sponsor a yearly summer institute for its members' professional development, participate in state-initiated research activity, create a higher education voice in the state's early childhood policy arena, and forge an important link to the Division of Early Childhood Education. Over time, the consortium shifted its focus to inclusive education, so that the issues they address relate to all children birth to age 8. In addition, they have begun to collaborate with the Coalition for associate's degree programs. The Consortium no longer receives funding from the Department of Education but continues its agenda, using dues from members to support early childhood personnel preparation.

Nationally, as Ohio's infrastructure for thinking about its systems for early care and education was forming, the National Association for the Education of Young Children (NAEYC) took the lead in developing a comprehensive and articulated vision for professional development and teacher preparation for all individuals working in diverse early childhood settings (NAEYC, 1994). In 1991, NAEYC created a National Institute for Early Childhood Professional Development to facilitate this work and began to publish related policy statements and standards for the field to consider. At the same time, the Center for Career Development in Early Care and Education at Wheelock College in Boston began to link states involved in examining early childhood professional development through its network and funded initiatives. Also in 1991, OAEYC conducted a salary and working conditions survey of the 3,000 licensed childcare centers in Ohio. With over 1,000 surveys returned and analyzed, OAEYC published its findings related to average levels of training and education, salary and compensation, turnover and length of employment (OAEYC, 1991). The overall picture is familiar to early childhood leaders: low levels of education (55 percent with a high school diploma); low salary and compensation ($12,000-15,000); high turnover (38 percent of full-time employees in the previous year and 51 percent of part-time employees); and short length of employment (45 percent had worked for less than 2 years in their current center). This survey, combined with the work of NAEYC and Wheelock, prompted OAEYC's leaders to create an Ohio Professional Development Institute. This state Institute was fashioned after the NAEYC Professional Development Institute, and eventually positioned OAEYC as the convener of and conduit for input from the broad-based community of Ohio stakeholders to the Ohio Family and Children First Professional Development Subcommittee.

If we reflect back over the decade covered by the two periods just described (1984-1993), we see that Ohio's early childhood professional community had grown considerably. In higher education,

programs were designed which led to certification in early childhood education. This decade saw the establishment and growth of critical early childhood state agencies and professional organizations in the first period (1984-1989). An innovative Ohio Family and Children First Initiative and its embedded Early Childhood Coordination Committee provided a vehicle in the second period for bringing the community together and focusing it on early childhood issues, especially issues related to program quality and professional development. The new OAEYC Professional Development Institute provided a forum for discussion among diverse stakeholders at all levels related to career development. Two higher education groups established their identities and their influence in the state. These two periods were an exciting time, which saw the eventual coming together of a vibrant action-oriented, early childhood community. In the third period described below, the activities of this community coalesce to bring change to early childhood professional preparation.

1993–Present: A Focus on Ohio Early Childhood Professional Development and Teacher Preparation at All Levels and Across All Institutions

In this final section of this paper, the most recent period of early childhood professional development activities is analyzed and described. During this time period, 1993 to the present, three important professional preparation endeavors have been brought together under the rubric of the Ohio Family and Children First Initiative: (1) the teacher license reform in the Department of Education, which created new early childhood teacher licenses at the bachelor's and master's levels and established new program standards for Ohio's teacher preparation; (2) Child Development Associate (CDA) to associate degree articulation initiatives, encouraged and facilitated by a new Professional Development Specialist position funded by the Ohio Head Start Association; and (3) a subcommittee to propose improvements to career pathways in early childhood, convened by the Ohio Family and Children First Initiative, work that has integrated all of the state's thinking across training systems and higher education institutions into a comprehensive model. In the discussion below, we more fully explicate the current state of higher education teacher preparation and discuss attempts to link such preparation to other systems of career entry and development that exist in Ohio.

Ohio Early Childhood Teacher Preparation: Responding to a New State Licensure

When the Ohio Department of Education embarked on a process in 1992–1993 to develop a new pattern of teacher licensure across all grades, the Division of Early Childhood Education assembled a task force of diverse early childhood stakeholders to make recommendations for an early childhood license. The intent was to create a license that would benefit the whole of early childhood education (both inside and outside the public schools) and that would be built around the concept of inclusion. While the official mandate to the division was related to public school teachers only, it was typical of the Division's Director *to think out of the box* in this way, to see the opportunity to advance the whole of the early childhood education endeavor in the state. The Division of Early Childhood in the Department of Education defined itself in a 1995 mission statement as taking a collaborative and facilitative role in the state: The Division of Early Childhood Education is committed to ensuring that every child in Ohio can participate and flourish in a well coordinated, comprehensive, high quality early childhood program. Through effective leadership and support, we

serve as a catalyst for systemic change, successful collaboration, and program development to best meet the needs of families and children of our state" (Ohio Department of Education, 1995, p. 1). As this mission statement reflects, building relationships within and outside the Department of Education to better serve children and families has been a key function of the Early Childhood Division.

In the same 1995 report, the Director of Early Childhood Education confirms the Division's support for the vision of the Ohio Family and Children First Initiative. Indeed, the Division has devoted considerable resources toward realizing the goals of the OFCF initiative (e.g., administrative staff members from the Division have served as co-chairs of three OFCF subcommittees, including the Professional Development Subcommittee).

The process of setting new teacher education and licensure standards was, not surprisingly, protracted and difficult, with rounds of public hearings and deliberations. What resulted was a transformed framework for the licensing of Ohio's teachers, the entirety of which is beyond the scope of this discussion. Most relevant is the shift from a grade-based organization (e.g., K-grade 8) to an age-based, developmental framework. Therefore, individuals who complete an approved teacher education program entered after January 1, 1998, will be eligible for new licenses: one in early childhood (ages 3–8), one in middle childhood (ages 8–14), and one in adolescence (ages 12–21). The early childhood license reads thus: "Valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. Licenses shall be issued for ages three through eight and grades pre-K through three" (Ohio Department of Education, 1988, p. 10). This focus on the developmental age period 3 to 8 is basically in keeping with NAEYC's definition of early childhood (NAEYC actually sets the time frame as birth to age 8, as did the original state proposal, but the birth to age 3 span was lost in negotiations with the legislature because the Ohio Department of Education (ODE) did not have statutory authority over this age range). Even so, the ages 3 to 8 framework represents a fundamental change from the traditional grade organization used for teacher certification. Another important paradigm shift in the new license framework is the integration of the fields of early childhood and special education through the creation of a continuum of learners from typically developing to those with mild/moderate needs (see Miller, Fader, & Vincent, this volume, for more information about integrated or blended licenses). A new early childhood early intervention specialist license complements the early childhood license by preparing teacher/specialists who focus on learners with mild/moderate/intensive educational needs from ages 3 through 8 and who provide service coordination.

These new licenses are part of a set of strategies for strengthening Ohio's teacher workforce. Concomitantly, ODE is requiring higher education institutions to redesign teacher education programs to meet rigorous national standards. In early childhood education, NAEYC has been designated the "learned society" by NCATE (National Council for Accreditation of Teacher Education), and the early childhood license standards derive from guidelines developed conjointly by NAEYC, the Division of Early Childhood of the Council for Exceptional Children (DEC/CEC), and the National Board for Professional Teaching Standards (NBPTS). NAEYC's guidelines (NAEYC, 1996) for initial and advanced programs in early childhood education have been approved by NCATE. The delineated standards, in such areas as promoting child development and learning, knowledge of integrated curriculum, family partnerships, and assessment, contrast sharply with the state's prior emphasis on blocks of coursework in various general areas (e.g., pedagogy, field experiences). The spirit of these standards supports the goal of Ohio's early childhood education leaders to work across career development systems and diverse early childhood settings to create a

single mission: "Preparation standards are necessary for individuals functioning in a variety of roles. These guidelines address the preparation of early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs and who must work collaboratively with families and other professionals" (NAEYC, 1996, p. xxx). By using these standards as the conceptual framework for the preparation of early childhood teachers, we see, for the first time in Ohio, a "bottom-up" influence of fundamental early childhood principles on those teaching in the early elementary grades of the public K-12 system.

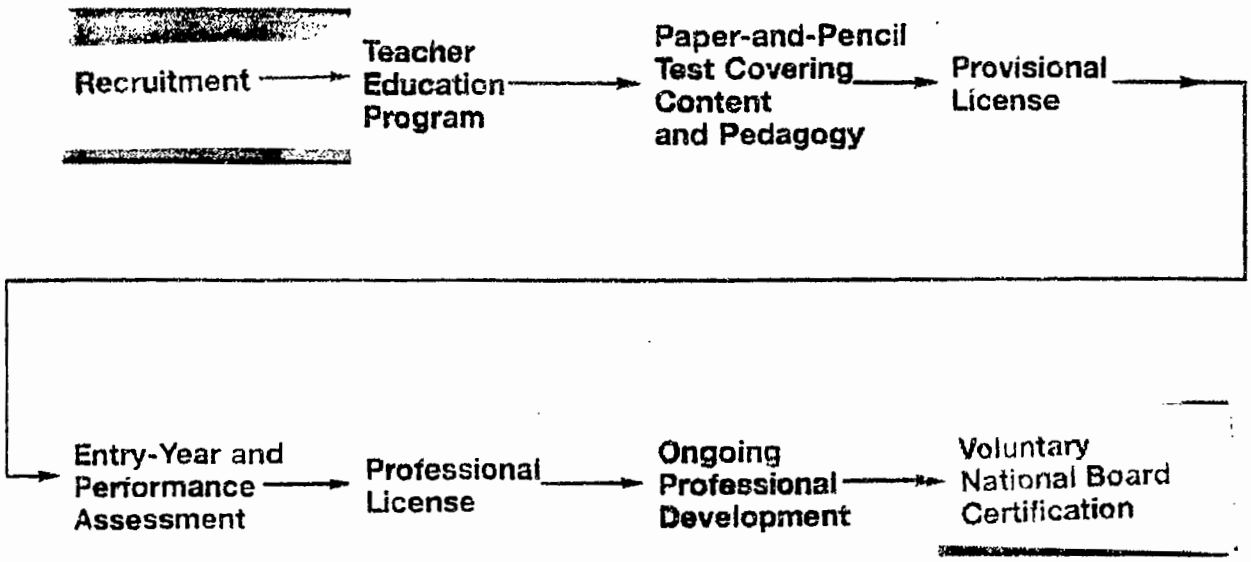
At present, faculties at Ohio's institutions of higher education are proposing the content of their teacher education programs for approval from the State Board of Education. They are struggling to incorporate everything they believe is necessary for good early childhood preparation, to meet the new licensing requirements and standards, to accommodate new additional state requirements that cross the licenses (e.g., a new "reading core" expected of all licensed teachers), and still to market a program with a reasonable number of credits so that they can attract students. Faculty in early childhood programs are in dialog, some for the first time, with their colleagues in early childhood special education to fashion courses that meet the new requirements for teacher preparation to address the continuum of learners in the age range 3 to 8. Administrators are struggling to envision the pool of newly licensed teachers who have less flexible credentials in terms of the number of grade levels they are certified to teach. Despite these administrative concerns, the Ohio Department of Education personnel are convinced that the new standards will strengthen teacher preparation in Ohio, helping young students achieve higher academic standards, improving the performance of beginning teachers, and heightening professional development expectations.

Across all licenses, the new requirements are also more demanding than old ones in their requirements for continuing education and license renewal. With a renewable, 5-year licensure system, the state will no longer award permanent certificates. To renew a license, a teacher must develop an individual professional development plan with the Local Professional Development Committee, a new network of local entities created to oversee teachers' professional development. Coursework, continuing education units, or other equivalent activities related to the license areas or to classroom teaching will be required. After 10 years (2 renewals), a master's degree or 30 semester hours will be required to renew the license. The new standards are designed to emphasize performance-based development grounded in the knowledge and skills necessary for effective practice. The emphasis on performance is underscored by an entry year requirement—an internship program of support and mentoring completed before the provisional license is issued to a teacher or principal. The entry year spans one academic year and is intended to be a collaboration between schools and teacher education programs at colleges and universities. Entry year teachers are fully employed and salaried, but they participate in an assessment and mentoring program with their university or college.

With these new standards, the State Board of Education has ushered in a new era of teacher preparation and professional development. In a recent publication detailing the expectations of the Local Professional Development Committees (Ohio Department of Education, 1999), the Department states that the "foundation of the new standards is a professional development continuum spanning recruitment through retirement. At each phase, accountability for performance and continued growth is emphasized" (p. 3). Figure 5 illustrates this continuum.

Figure 5

Ohio's New Professional Development Continuum for Licensed Teachers



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Elsewhere in Ohio Early Childhood Education: Uneven Growth in Standards for Teacher Preparation

During the same period in which the Ohio Department of Education completed their new teacher licensure standards, the Head Start Bureau of the Administration for Children and Families implemented a long-discussed requirement for Head Start teachers. As of September 1996, each Head Start Lead Teacher in center-based classroom is required to hold a Child Development Associate Credential (CDA) or its equivalent (at a minimum) within 1 year of employment, thus ensuring that all teachers have a baseline of some training and supervised child-related experience. In response to this mandate, OHSAI's leadership decided to promote the achievement of a CDA through credit-bearing experiences in 2-year colleges. Relatedly, efforts were made to create articulation agreements between CDA training and 2-year institutions. With such agreements, a CDA could be the first step to an associate's degree in early childhood, usually converting to 15–18 quarter hours or 10–12 semester credits. The 1998 Federal Head Start Reauthorization Act mandates that, by the year 2003, 50 percent of the nation's Head Start teachers must hold an associate's degree in early childhood education or in early child development, or in a related field supplemented by teaching experience with preschool-aged children. In light of this mandate, the turn in Ohio toward credit-bearing experiences for the CDA was a fortuitous decision.

To support the vision of a seamless pathway from CDA to an associate's degree, and in response to directors' requests for support, OHSAI created a position called the "Professional Development Specialist"—a person to work in the field to promote such articulation between CDA programs and 2-year institutions. This role has proven to be very significant in Ohio; in fact, through a partnership between the OHSAI and the federally and state-funded Region Vb Head Start Quality Network or "Q-NET," teams of such Professional Development Specialists have been placed throughout Ohio (and Indiana and Illinois as well) to continue their grassroots work with local grantees and institutions of higher education.

As we have described above and in the previous sections, several professional "neighborhoods" (i.e., professional groups within the early childhood communi that maintain their own standards, for example, Head Start and full-day child care) within the Ohio early childhood community experienced significant advancements and changes in who they are, and in what the requirements are for their roles. These changes, however, have been especially significant in Head Start, early childhood special education and early intervention, and public school pre-school through grade 3. In contrast, child care systems (including center-based, home-based, and school-age) remain largely unchanged, although there is national momentum to link program quality and professional development more strongly through the activities of NAEYC, Wheelock's Center for Career Development in Early Care and Education, and the National Center for the Early Childhood Workforce. A further result of this uneven development is that neighborhoods define their roles and requirements for entry and advancement so differently that early childhood career development in Ohio (and elsewhere) is fragmented and inflexible. Rather than having a systematic career "ladder," or even a "lattice" with multiple entry points like the one proposed by NAEYC (1994), we currently have a confusing "maze" of possibilities. Such a fragmented system is not conducive to individual career progress nor amenable to systemwide attempts to make improvements.

Drawing on our earlier discussion of the shift to standards-based teacher licensure, such a shift attempts to insure uniformity in preparation and knowledge as early childhood personnel perform their roles and responsibilities as teachers of young children. In the rest of the early childhood

arena, this uniformity does not exist. For example, to lead a Head Start classroom in Ohio, a teacher needs at least a CDA or its equivalent; in licensed pre-K child care and school-age care, she needs at least a high school diploma and 45 clock hours of training; finally, family child care, the largest provider of care in Ohio, remains unregulated in terms of the provider's qualifications. This diversity in requirements and preparation has been the impetus for the current discourse in Ohio concerning two issues: the need to link formal education systems of preparation offered at institutions of higher education with diverse training systems offered around the state; and the need for a framework or an infrastructure for early childhood roles that applies across public and private settings.

The Early Childhood Professional Development Subcommittee: Creating an Opportunity for Change Across Training Systems and Higher Education

As was described earlier in the chapter, the Professional Development Subcommittee (of the Early Childhood Coordination Committee in the Ohio Family and Children First Initiative) was convened in the Spring of 1994 to consider improvements to the career entry and advancement pathways in Ohio's early childhood community, and to address the needs of Ohio's early childhood professionals. The committee's broad-based membership represented Head Start, state and local agencies, public and private schools, public and private child care entities, school-age childcare programs, family child care, 2- and 4-year higher education institutions, early intervention/early childhood special education settings, and parents of young children (although parent participation was hard to sustain as the conversation became more and more "technical").

In the beginning, the Subcommittee proceeded as a study group, that is, with a focus on understanding the complexities of early childhood career pathways in Ohio. Understanding how Ohio fit into the national picture was important to the Subcommittee, so it gathered and analyzed documents related to early childhood professional development in other states, NAEYC guidelines, position statements from other professional associations, and various publications related to core knowledge and competencies for teachers.

One central issue identified by the Subcommittee was that early childhood professional roles in Ohio are not clearly defined across settings, and career ladders tied to further training, education, experience, and compensation are rare. Roles with identical labels (e.g., "teacher") vary significantly in the amount of training and education held by those who fill these roles, ranging from the minimum requirement of a high school diploma with 45 clock hours of training to the 4-year degree and teacher certification—yet these teachers' jobs do not always vary in terms of compensation and responsibilities. The differing entry requirements across settings also make it difficult for individuals holding very similar roles to change the setting of their employment.

On another salient issue, this one related to core knowledge, competencies, and nonformal systems of training, the Subcommittee concluded that although much training is sponsored throughout the state by various agencies, organizations. and individuals, several problems exist: (a) no documentation exists concerning where the dollars flow (from and to) around the state; (b) training is not coordinated around core knowledge and competencies nor is it articulated with role advancement; (c) no coordination exists across systems of training to maximize use of the training dollars in the state; and (d) quality assurances are minimal, often relying on having trainers self-report their credentials.

Finally, the Subcommittee analyzed the articulation picture in the State of Ohio—in other words, when an early childhood professional decides to continue her training and education beyond a CDA to an associate's degree, or from an associate's degree to a bachelor's degree, what would she encounter across institutions? If faculty or administrators at particular institutions were interested in launching an agreement or articulation process, where could they seek guidance to overcome the inevitable barriers? While the Subcommittee had anecdotal reports of successful articulation agreements around the state, comprehensive data simply did not exist.

While the Subcommittee wrestled with the information it had gathered, the Ohio Association for the Education of Young Children (OAEYC) planned its first Professional Development Institute for the Spring of 1994. The Institute's theme, "Coming together as a profession: Where are we, and where do we want to go?," was a good fit with the work of this committee. Since the OAEYC President was cochairing the Subcommittee, she shared the goals of the Subcommittee in a speech entitled, "Through a lattice or a maze: The status of professional development in Ohio." Sue Bredekamp, NAEYC's Director of Professional Development and the keynote speaker for the Institute, provided valuable input to the committee's thinking. Over time, the yearly OAEYC Professional Development Institute, held the day before the Association's yearly state conference, has become an important place for the Professional Development Subcommittee to bring its work to the general stakeholder community for reflection and feedback. Each year, the Institute invited key national leaders in early childhood career development (e.g., Gwen Morgan, Founding Director, Center for Career Development in Early Care and Education at Wheelock College and Gail Richardson, from the Child Care Action Campaign) to provide guidance and support to Ohio's committee. The collaboration through the Institute between the Subcommittee and OAEYC has been invaluable.

By the Spring of 1994, the Subcommittee had a sense of the issues in the state but felt overwhelmed by their complexities. Moving from identifying problems to solving them was challenging. Two subsequent contacts provided critical support to the Subcommittee. The Child Care Action Campaign and the Council of Chief State School Officers provided resources through their sponsorship of the "Forging the Link Between Care and Education" grant, a competitive grant awarded to Ohio. With these funds, the Subcommittee was able to go outside Ohio for support and encouragement: Representatives were sent to two NAEYC Professional Development Institutes to gather resources and information; Gwen Morgan from the Wheelock Center for Career Development in Early Care and Education came to Ohio for 2 consecutive years to provide invaluable technical assistance and important encouragement to the Subcommittee and to address the second OAEYC Professional Development Institute. Finally, with the help of the staff at Wheelock, we were able to identify leaders from other states (New York, New Mexico, Connecticut, Nebraska, Wisconsin) and to invite them to OAEYC's Fourth Professional Development Institute to share their experiences of working on coordinated career plans in their respective states. These contacts allowed Ohio's team to compare their own initiatives with other states and to stay mindful of national trends in the development of career systems. This strategy of looking nationally and "scanning the landscape" to contextualize the state's work has been another characteristic of the Subcommittee's effort (*Theme 8: Scanning the Landscape*).

The Subcommittee has worked diligently over the course of the past 5 years to propose improvements to current systems. At the present time, the proposals are finished and are being distributed to all stakeholders in the field for discussion and revision. The work is further described below and is organized according to the foci of three workgroups (i.e., roles and responsibilities;

cross-systems training; and articulation) which were formed within the Subcommittee to accomplish task-specific objectives.

Defining roles and responsibilities in a career pathways model

The overriding goal of the Roles and Responsibilities Workgroup has been to look across all early childhood education and care settings and to propose feasible improvements that would create coordination and cohesion for professional roles and would improve the quality of that workforce. As we have described, while various sectors of the field have made some progress in defining particular roles and their associated requirements (public school pre-K through third grade, Head Start, early childhood special education), other sectors have made less progress (licensed childcare, family childcare, school-age childcare). Furthermore, there exist few ties or consistencies across these sectors. Many members of the community have expressed concern about the differences in quality and professional status being created by this lack of coordination. What was needed was a career pathway system that would apply across diverse sectors of the early childhood education field.

The Workgroup members created a vision for what they wanted from a career pathways system:

- an infrastructure that communicates that we are a single early childhood professional community in Ohio while recognizing distinct neighborhoods that represent our diversity;
- career pathways that allow professionals to travel easily among the neighborhoods;
- roles that are defined progressively by a combination of education, training, and experience, but are also progressive in terms of further responsibilities and compensation;
- a core body of knowledge and competencies that supports these roles, defined by the field, and consistent across all levels;
- accessible systems of training and higher education that are coordinated with this core body of knowledge and competencies, thus linking career development inside and outside of higher education;
- articulation across levels of career development so that progression can be relatively seamless;
- validation in this model that experience is an important ingredient of competency development, as is mentorship and support for career development; and
- cooperation across state agencies for the creation of a single professional community in Ohio.

A most important strategic decision by the committee was to build on the momentum created by other initiatives (e.g., teacher license reform and new associate's degree requirements for Head Start) rather than to design a new system that would disrupt that momentum. It also agreed to "*think outside the box*" while still staying focused on conceptualizing feasible improvements.

The Workgroup developed consensus around a number of key concepts in order to operationalize their vision of a neighborhood-based community. They designed a framework for professional roles that would allow all current early childhood professional roles (center-based, home-based, and school-age) to fit in a single infrastructure that can be used to identify how roles in one setting relate to roles in another. Put differently, the proposed framework creates a common early childhood infrastructure of terms and requirements but also allows the distinct neighborhoods within the community (full-day childcare, Head Start, early intervention) to maintain their own terms and standards. This common framework would be realized through a Computerized Statewide Professional Registry designed by the Child Care Licensing Bureau of the Department of Human Services. Individuals would join the registry to document where their experience, training, and

education place them in this common, state-wide infrastructure. This would eliminate the current situation in center and school-based classrooms where similar labels (e.g., "teacher") mean different things, and where levels of experience and education do not consistently map onto or point the way to career options. As a result, individuals do not know what they are qualified for or how to plan their careers; those who hire do not know the meaning of individuals' prior role experiences; and, given such a fragmented system, policymakers cannot envision a clear direction for new policy or determine the best allocation of resources to improve the quality of the workforce.

With these issues in mind, the Workgroup designed pathways for different roles, including center-based teaching and directing roles, school-age childcare, and family childcare. For each role, progressive, attainable "milestones" provide benchmarks for career advancement and would be documented by the registry. These milestones incorporate the current requirements and preparation specific to the various neighborhoods. Milestones along professional development pathways are not meant to be linear and stepwise, as in a ladder. Instead, for example, individuals may enter a degree program and move to a much more advanced milestone or to a new pathway all at once. Rather than replace one hierarchical framework with another, the Workgroup conceptualized a continuum of professional development processes, with benchmarks that can build upon one another.

In the thinking about the Teacher role, for example, the Workgroup proposed that there would be four distinct but related pathways: *assistant teacher, associate teacher, teacher,* and *lead teacher.* Within each pathway, there are a number of progressive, attainable milestones that mark advancement to the next pathway. Each pathway is carefully defined by entry and advancement requirements, basic responsibilities, and core knowledge and competencies (based on NAEYC standards which would provide consistency with higher education and licensure standards). The Workgroup's *thinking outside the box* includes a concept called the "PDU," or professional development unit, defined as 10 hours of mentored experience or registry-acknowledged training. The PDU concept is only broadly outlined in the document and needs much further development to see if it is viable. The notion is to create a way to assure the quality of training and experience (as well as to quantify it), so that professional experience and training can be options for advancement along with the more traditional option of college credit. In addition to training, PDUs could be offered for such unconventional professional growth experiences as belonging to a professional association, conducting a workshop, writing for a school newsletter, and serving as a mentor for a colleague. The registry would be a critical piece of how this concept would work: Only the registry could acknowledge PDUs that meet its criteria.

It is beyond the scope of this paper to illustrate all of the pathways in the framework, which include school-age, family childcare and director roles. However, the details of the center-based teacher role pathways may serve to clarify these ideas. A pathway called "Associate Teacher" would be the recommended new minimum level for child care licensing regulations (this would require a change in the 1986 licensing rules which still sets a high school diploma and 45 clock hours of training as the minimum). A professional would enter this level when she holds a high school degree (or GED) and a CDA (which is inclusive by definition of 450 clock hours of experience). She independently leads her own classroom while receiving support fr. n someone in a mentoring role, which is also defined in the model. The three milestones we created for this pathway are meant to help an Associate Teacher see her progress toward a 2-year degree (see figure 6) and toward the Teacher pathway. The milestones are meant to encourage progress toward an associate's degree, but at the same time leave open growth and development through training and experience (PDUs). The PDUs must be tied to NAEYC Guidelines for Associate degree programs (NAEYC 1996), a strategy the Workgroup followed in order to link the training and formal education routes.

Figure 6

Associate Teacher

Independently leads own classroom in collaboration with a mentor; Participates on a teaching team

Milestone 1		
High school degree or GED	**AND**	A CDA (inclusive of 450 clock hours of experience)

Milestone 2		
CDA **OR** 2-year ECE vocational high school degree with a CDA	**AND**	1,000 clock hours of experience

Milestone 3		
CDA	**AND**	25% of the credit hours toward an ECE associate degree **OR** 30 PDUs **OR** Some combination of courses/ PDUs including 120 clock hours of training and 2,000 clock hours of experience

Milestone 4		
CDA-Plus (1 year certificate toward a 2-year associate degree)	**AND**	50% of the credit hours toward an ECE associate degree **OR** 45 PDUs **OR** Some combination of courses/PDUs totaling 450 clock hours of training **AND** 3,000 clock hours of experience

To maintain a milestone, teachers need 1/2 PDU (5 clock hours) annually. PDUs must be tied to the NAEYC guidelines for associate degree programs. Teachers must also establish or maintain a relationship with a mentor and develop or maintain a career passport (individual professional development plan).

"Teacher," the second center-based pathway, reflects a higher entry requirement and the independence to lead a classroom without a mentor. We are proposing that this pathway be defined at entry as a CDA-PLUS—a CDA plus 75 percent of the credit hours toward an ECE associate's degree or 75 PDUs (each PDU is defined as 10 hours of experience or training), or with some combination of coursework and PDUs. In addition, the entry for this pathway requires 2 years (4,000 clock hours) of work experience. There are five milestones to reach within this pathway, each one marking progress toward the completion of first an associate's degree and then a bachelor's degree. The PDUs for this pathway must be tied to NAEYC guidelines for 2- and 4-year colleges, again creating a unified base of core knowledge and competencies for the field.

"Lead teacher," the final pathway for center- and school-based teacher roles, provides a much needed place for those who enter the field with a 4-year early childhood degree, both with and without teacher licensure. Currently, these are the most educated and the least recognized members of the child care system. Teachers with 4-year degrees often leave the field when they encounter the frustration of holding an advanced degree yet having the same salary and status as less trained and educated counterparts. It is our intent to create a "space" in the field for this type of professional. The Lead Teacher position would involve leading the classroom, taking leadership in the professional community, and being a mentor to Associate Teachers when appropriate. An entry requirement for this pathway could be a bachelor's degree in ECE/child development, with or without licensure from the state, and 2 to 3 years of teaching experience. The Workgroup included the element of experience in order to emphasize the mentorship aspect of this role and to recognize that a newly degreed teacher without experience is not developmentally ready to provide mentorship. An alternative route to entry to this pathway is an associate's degree with pre-K licensure and 30 PDUs (or a combination) with some PDUs in mentorship, and with 5 years of experience. This is meant to suggest that more experience and training can be equivalent to more education and less experience, and addresses the needs of teachers credentialed under the previous standards by "grandfathering" them into the pathways model.

This general framework was followed for other roles in center- and school-based settings (i.e., assistant teacher and administrator) as well as roles in family childcare and school-age childcare. The framework accommodates the placement of roles from early childhood special education, early intervention, Montessori education and other certification systems. Figure 7 shows how current roles within each separate early childhood neighborhood can be located on pathways at their different points of entry.

The pathways framework for roles and responsibilities cannot work without coordination with an improved training system. Articulation agreements across institutions of higher education that would encourage and facilitate advancement along these pathway routes also are critical. The pathways framework is the center of the wheel—the training and articulation models are its critical spokes. The proposals for improvement generated by the Training Workgroup and the Articulation Workgroup are described below.

Cross-systems Training: Linking Training and Higher Education Together

The Training Workgroup focused on examining and documenting the accessibility, availability, and content (particularly as related to core knowledge and competencies) of current training opportunities for early childhood professionals in Ohio. Again, in order to bring multiple

Figure 7

Illustrations for the Proposed Career Pathways Roles

Persons who currently meet the MINIMUM standards for...	Enter the Career Pathway as...	At Milestone
A child care staff member in an ODHS licensed child care program with 45 clock hours of training	Assistant Teacher	2
A graduate of a 2-year vocational child care high school program	Assistant Teacher	5
A Head Start classroom teacher	Associate Teacher	1
A teacher in a public preschool with a bachelor's degree in early childhood and ODE certification	Teacher	4
An early childhood special education teacher in a public school	Teacher	4
A school age care staff member in an ODHS licensed program	School Age Apprentice Teacher	1
Directors in an ODHS licensed Center in an ODE licensed program or in a Head Start Center	All can enter the Director pathway as part of an administrative team and could progress as desired OR choose to enter teaching pathways	—
Family child care provider	Family Child Care Provider	2
MR/DD Early Intervention Specialist	Teacher	4 (option B) or 5

perspectives to the issues, a cross-cutting Workgroup of four was assembled: an Ohio Program Enhancement Specialist from the Q-NET, a training coordinator from a Special Education Regional Resource Center, a staff member from a local childcare resource and referral agency, and a staff member from the Department of Health/Bureau of Early Intervention Services (who served as chair). The group concluded that while training opportunities in Ohio have multiplied dramatically over the past 10 years, challenges remain related to coordination and quality assurances. Most problematic is that training in the state is not linked to a system of career advancement nor is it linked in any way to higher education. In order to make recommendations to the project, a more comprehensive understanding of what exists across systems of training was deemed necessary.

With this goal in mind, and with funding from the Head Start Collaboration Project and the Forging the Link Grant, the Workgroup designed three related and "tiered" surveys of early childhood training to distribute around the state. The first-tier survey was sent to all potential agencies and entities who provide money to the training community: state departments including Health, Human Services, Education, and Mental Retardation, and all 2- and 4-year public and private higher education institutions with approved programs related to early childhood teacher preparation.

The second-tier survey was sent to organizations that receive a subcontract from an organization in the first tier to conduct or coordinate training, or to other organizations, associations, or entities who are likely to receive funds to conduct and/or coordinate the training (e.g., OAEYC, OHSAI, County Boards of Mental Retardation, county and city departments of state agencies, Special Education Resource Centers, Red Cross). The third tier was intended for the program directors, family childcare providers, and staff who might receive such training.

The results of these three surveys provided important information regarding the current systems and how they work at various levels. Using these data, it is possible to track where training monies originate in the state and how much is distributed to various receiving organizations at the county level. Resource gaps can be identified, as can the potential for streamlining and coordinating funds. How these funds are used by various agencies can also be analyzed, including training needs specific to what counties are served and which age group(s) are addressed in the content of the training. To probe the area of content even further, all receiving agencies were asked to detail the titles of all trainings delivered in the past calendar year, the level of the training offered, the target audience, the source of funds, the total funding for the training, and the trainer(s) who provided the content. The content of training (for 1,642 trainings provided last year) has been evaluated for the availability (or lack thereof) in local communities of the core knowledge and competencies generated by the Roles and Responsibilities Workgroup.

The third-tier survey was intended for the target audiences who receive such training. Sample questions asked of this group provided detail about training experiences from the customer's perspective:

- Where has (your) staff attended training over the past 2 years?
- Which are best times to meet your staff's needs?
- What is the maximum your staff will pay for a 2-hour training or for an all-day session?
- Are there adequate training opportunities outside your agency within an hour's drive?
- How would your staff rate the quality of the training you have received in the past 2 years?
- What are the two major barriers in your staff's ability to participate in training?

This Workgroup has made many recommendations for feasible improvements to the training systems in Ohio, variously focused on availability, accessibility, coordination of funding, and coordination with the core knowledge and competencies framework which guides the career pathways. The one recommendation that will be shared here relates to quality assurances for training. The coordination of training with a personnel registry cannot be considered without quality assurance mechanisms. Currently, Ohio has few mechanisms in place. The Subcommittee searched for other states' solutions to this issue but found none that suited Ohio's particular needs. The Workgroup started with the long list of agencies, institutions, and professional organizations that receive state funds or are recognized in some other way by the state as belonging to the network of training sources. They propose to form regional training "Consortia" among these agencies, organizations, and institutions to oversee trainings that will be recognized by the Registry as PDU or CEU experiences. In addition, the Consortium could sponsor individuals who would like to offer training that can count on the Career Pathway Registry, whether or not they are members of the Consortium. A model for this consortium has been operating successfully in Northeast Ohio for several years (providing CEUs). This plan would provide a mechanism that uses systems already in place and requires minimal new funds.

With career pathways clearly defined and with training systems improved to coordinate with them, the ideal career pathways system also requires formal and informal articulation agreements among higher education institutions in order to facilitate professional growth along and across these pathways. This has been the focus of the Articulation Workgroup described below.

Articulation Inside and Outside of Higher Education

A coherent model of professional roles, coordinated with statewide training systems, will work best if individuals who seek advancement are supported by institutional agreements to accept and transfer credit from one type of credentialing system (e.g., CDA or vocational high school) to another (e.g., a 2-year institution). Individuals should have the ability to move from an associate's degree to a 4-year institution without losing credits toward a bachelor's degree in early childhood education. A truly seamless system would be able to translate the PDUs accumulated through quality-assured training and life experiences to academic credit. This is the vision of the Articulation Workgroup assembled to examine the current state of such agreements in Ohio's large complex community of higher education institutions.

A faculty member from a public university and the OHSAI Professional Development Specialist have co-chaired this workgroup. Members of the Workgroup represent many 2- and 4- year public and private institutions from around Ohio. The Workgroup began in much the same way as the Roles Workgroup. Through discussion and a sharing of knowledge, they studied the complexities of the higher education community in Ohio and of other relevant systems (e.g., vocational high school and adult vocational programs). Across the state, the group identified 39 2- and 47 4-year public and private institutions, 38 vocational high school programs, and 8 adult vocational programs, for a total of 132 programs where early childhood programming could exist.

The Workgroup decided that a clear picture of the existing teacher education and articulation landscape in the state should be obtained before improvements could be considered. This daunting task was further complicated by the transitions to new licensure standards that institutions with teacher certification were beginning. It was decided that a current picture of the articulation

landscape would be useful because institutions with present articulation agreements were likely to recreate them for their new programs. Additionally, it was felt that faculty could share strategies used to create agreements, which could provide important guidance to other institutions where agreements have not been created. Thus, a time of program change might be an ideal occasion to stimulate new agreements—while the ink is still drying on program documents and when program issues are fresh in the minds of faculty and administrators.

The Workgroup sought answers to the following questions:

- Where are the existing articulation agreements located around the state?
- Are there links from CDA programs, and from adult or high school vocational programs, to 2-year institutions?
- Are there passageways from 2- to 4-year institutions?
- Where there are agreements, how was it possible to create them?
- Where there aren't agreements, what are the real or perceived barriers that prevent such negotiations from taking place?
- What can be done to facilitate more agreements and where are the gaps geographically that should receive priority attention?
- What commonalities exist in core content across programs, and how much does the program content constrain or promote agreements?
- Have existing articulation agreements been successful in their implementation? If not, what are the problems?

The Articulation Workgroup decided to survey the state's institutions to answer these questions. While the Training Workgroup designed and administered its own surveys, this task seemed more daunting because of the need to first locate the early childhood education teacher education programs among the state's 132 institutions. The challenge of locating these programs was made even more complicated because, as in other states, some are housed ' education units, while others are located in human ecology or home economics units.

Once again, critical funding was provided, in part by the state, the Division of Early Childhood of the State Department of Education, and in part by the Q-NET. A research team from the University of Cincinnati's Research and Evaluation Center in the College of Education was hired to help us obtain this information. The research team and the Workgroup designed the survey, using a combination of telephone and paper and pencil surveys. Their key strategy was to first locate the right informant by telephone. The research team obtained 84 valid interviews from the initial sample of 132, a 64 percent response rate.

Not surprisingly, the survey revealed the diversity of early childhood programs and credentials offered at various institutions, reflecting the diversity in the field. Programs are available in early childhood education at the baccalaureate, associate, post-baccalaureate, high school vocational, and adult vocational levels. In addition, institutions offered programs in early childhood special education, child development, and child and family studies. Credentials include teacher certification at baccalaureate, associate, and post-baccalaureate levels, CDA, vocational, and special education certifications. In terms of current program standards, NAEYC guidelines were prevalent but were not the exclusive standard behind program curricula, with 40 percent (vocational programs) to approximately 60 percent of associate's, baccalaureate, and master's programs using these standards.

Other standards derive from related professional associations (e.g., National Council of Family Relations) and state agencies (e.g., the Ohio Department of Education).

The Workgroup's efforts uncovered a much more extensive network of articulation agreements between 2- and 4-year institutions than was previously known: 69 formal and 18 informal agreements. The decision was made to invite a number of the institutions with successful agreements to a day-long focus group, with the goal of getting a clearer understanding of the issues, barriers and possibilities related to constructing these agreements. This exercise was very productive as a vehicle for obtaining process-oriented information: Who are the key players? What are the student-related issues in articulation? What are the curriculum/instruction-related issues? What are the practical concerns and pragmatic issues? An interesting finding from the focus group analysis was that, while there is a wide range of agreements presently in effect in Ohio, they are implemented with varying degrees of success. Successful implementation of articulation agreements tends to rely on relationships and open communication between specific faculty. Further, these agreements are geographically clustered rather than evenly distributed in the state, reflecting the lack of systematic promotion of these agreements. Lastly, a statewide database is not available for individuals to access information about the agreements. The Workgroup proposes a mix of strategies to encourage more institutions and individual faculty groups to create articulation agreements, and for ODE to take an active role in promoting such activity.

Current Status

At the time of this writing, a document entitled "Career Pathways in the Ohio Early Childhood Professional Community" (Ohio, 1998) summarizes the 5 years of volunteer work on the part of this diverse group of professionals. The document has been distributed widely to stakeholder groups around the state for discussion, debate, and revision.[3] The Subcommittee views the document as a beginning and a tool to implement a coordinated plan related to the issues tackled by the three Workgroups. The Subcommittee has now been reconfigured into new Workgroups in order to further develop the ideas that are only introduced in the proposal (e.g., PDUs, the Training Consortium).

A second group has been convened by the Subcommittee to support this work. The "CEOs," the Coalition for Early Childhood in Ohio, is an inclusive group of leaders from all early childhood organizations in the state (26 in total). Its task is to create a mechanism for bringing the document into stakeholder communities. As an important next step, the Subcommittee envisions this group of leaders facilitating the discussion within their respective communities.

The proposal has already been used to provide important guidance to current projects related to professional development around the state. For example, two multimillion-dollar projects in two different counties are constructing their strategic plans to fit with the Career Pathways framework. One of the counties will pilot the Registry through its county Department of Human Services. ODE's Division for Early Childhood Education is using the framework as it further develops an early childhood plan for the Local Professional Development Committees that will be responsible for the renewal and continuing education of licensed teachers. The framework is also evident in a proposal submitted to the state legislature for funding the professional development of Head Start teachers to meet the 2003 federal mandate. Thus, one important goal of the Subcommittee is being met: to provide a framework for new initiatives in the state so that coherence rather than further fragmentation will occur.

Advice for Other States: What We Have Learned from Ohio's Experience

Turning to the implications of what we have just described, we ask: "What is noteworthy about our process for other states engaged in career development thinking?" To answer, it is useful to return to the eight themes that emerged in the focus group discussion held with the state's leaders. To recapitulate, Ohio's early childhood professional development work has been characterized by (a) diverse representation and parent participation; (b) pivotal decisionmaking; (c) thinking outside the box; (d) leader characteristics; (e) opportunistic grantsmanship; (f) dual and blended role; (g) momentum toward a unified voice in early childhood; and (h) scanning the landscape.

Diverse representation and parent participation on all of the task forces, committees, and projects undertaken over the past 15 years have been critical to all of the work described in this paper. Our diversity as a professional community is both our strength and our greatest challenge. No one group or constituency working within one particular neighborhood in the early childhood professional community can possibly grasp or represent the needs, habits, and orientations of all other neighborhoods and parents. However, convening such a diverse group can be daunting. The work of the Subcommittee benefited greatly from the mandated cooperation created by the Governor's Ohio Family and Children First initiative (e.g., there were periods of time when specific state department staff members were given 6 months leave to work exclusively on the project). Using OAEYC as a convener of the stakeholder community through their Professional Development Institutes has facilitated both the diversity and inclusivity of voices in our work. OAEYC is a neutral "umbrella" early childhood organization, which represents all neighborhoods in the early childhood community without conflict of interest. It is important for states moving in this direction to find such a neutral organization to spearhead efforts and support dialogue across the different organizations and constituencies. Also, workgroups were convened with cross-agency and cross-setting membership for all tasks within the project.

The *pivotal decisions* that have greatly influenced the course of policy and activity in the state are difficult to generalize. They are perhaps situated in contexts that would not be repeated in other states. It is worth noting that the location of projects and groups within the state's bureaucratic structure were defining decisions. The most pivotal decision made by the Subcommittee that can be a lesson to share was its decision to understand existing systems and to conceptualize improvements that built on these systems rather than "starting all over." Certainly, the Committee would not have designed the complex pathways that they are proposing to the community if they could have started all over. The complexities that result from the decision to be inclusive of all existing systems are inherent in such a fragmented system. This decision may be instructive for other states because their early childhood professional development and preparation picture is often similarly complex.

The ability of the state's leaders to *think outside of the box*, to act in ways that benefit both their own constituencies and their neighbors in the early childhood community, has been critical. The 15-year history detailed in this paper is filled with examples of such thinking. One member of the focus group referred to a common sense of "stewardship" for the children and families and early childhood professionals in the state that transcends each small setting of our respective employment. This collective stewardship includes the willingness of higher education faculty to involve themselves in work that extends beyond their institutions to include preparation at all levels inside and outside of higher education. It is out of this collective stewardship that a momentum has built toward a unified voice in early childhood in Ohio.

Resources, in part provided by *opportunistic grantsmanship*, have been important to the accomplishment of work, but the timing of such resources is even more important. The Subcommittee has tried to assess realistically what could be accomplished with volunteer time and what needed to be expedited through paid service. Its work has benefited from the *dual and blended roles* of state leaders who have been willing to combine resources in support of the Professional Development Subcommittee at critical times.

As the work continues in Ohio, the Subcommittee has been *mindful of both the state and the national landscapes* that have set the context for its thinking. It is interesting to note that the "drivers" for reform have shifted in the past 15 years. While early impetus came from a discourse focused on risk, disability (including federal laws), and school readiness (including Goals 2000), the more recent impetus comes from welfare reform, Ohio school reform (including the current funding crisis), and teacher license restructuring. New issues have surfaced related to Head Start/child care linkages, rate structure, and the continuing ability of all of Ohio's institutions of higher education with early childhood programs to continue to offer their programs in light of new standards.

Most of all, the Subcommittee has learned how critical it is to have ongoing documentation of the work within and across programmatic initiatives to create stability and continuity in a field that changes as fast as the early childhood field. The Subcommittee benefited greatly from earlier Ohio documentation as well as the documentation provided by Wheelock's Center related to ongoing efforts in other states around the country, just as others might now benefit from the Ohio documentation.

Future Research

As we reflect upon possible directions for future research, we must keep in mind that Ohio's story continues to unfold. Therefore, one goal for future research would be to provide continuity with the analysis described—a kind of "taking up where we left off." One major lesson we have learned from this first phase of research is how useful existing historical documents have been to us thus far. Therefore, it would seem important as we look to the future to encourage various stakeholders to continue to engage in documentation (e.g., ongoing surveys of stakeholder perspectives, meeting summaries, formal minutes). A particularly promising vehicle for capturing the socially constructed and dialogic processes among statewide participants is a new listserv we have created that currently reaches 65 people interested in early childhood professional development issues. The impetus for creating this listserv was the group's desire to be inclusive and, at the same time, to be more efficient about scheduling meetings, creating proposals for joint initiatives, and so forth. This will naturally provide us with an electronic record as ongoing documentation of decisionmaking, events held, meetings convened, and so forth. How we work is as important as the changes that are eventually made in the system.

We also plan to conduct periodic focus group discussions similar to the one that informed this chapter. However, the task facing the first focus group was to reconstruct a 10-15 year history; in the future, yearly focus groups could provide a more timely look at the "state of the state" and inform planning among major stakeholders as well.

This is an incomplete story, one about a period of time, with momentous change emerging before the ink is even dry (e.g., a constitutionally mandated change in Ohio's school funding formulas).

Some of the ideas proposed will become incorporated into existing systems; others will be changed or discarded during the discussions to be held over the next year. Regardless of the fate of particular ideas, a first major accomplishment has been achieved in Ohio: A historically diverse and fragmented field has coalesced and now moves toward a unified vision and systems for promoting and improving professional preparation and development in the Ohio early care and education community.

Endnotes

[1]Throughout the chapter, we refer to roles rather than identify individuals, because other states may benefit from a focus on the roles rather than the individual. This is not meant to diminish the essential contributions of these particular people to the progress described here. Therefore we want to identify, acknowledge, and thank the following individuals who participated in either focus group discussions or individual interviews during the preparation of this chapter: Jane Weichel, Director of the Division of Early Childhood Education in the Ohio Department of Education; Barbara Haxton, Director of the Ohio Head Start Association; Susan Rohrbough, Director of the Head Start Collaboration Project; Dennis Sykes, Director, and Beverly Conley, a senior Ohio Program Enhancement Specialist of the Great Lakes Head Start Quality Network; Deanna Horstmeier, Office of Family and Child Services, The Ohio Mental Retardation and Developmental Disabilities; Richard Davis, Chief, Bureau of Child Care Services, Ohio Department of Human Services; Pauline Hosenfeld, Chief, Child Care Licensing Bureau of the Department of Human Services; Mary-Alayne Hughes, Early Intervention Training Coordinator in the Ohio Department of Health; Diane Bennett, Director of Action for Children (a Columbus resource and referral agency); Norma Worley, Chair of the Coalition of Association Degree Early Childhood Programs; and Diane Sainato, Chair of the Ohio Higher Education Consortium for Inclusive Early Childhood Education.

[2]The following individuals are recognized for their outstanding leadership of this project: Chair of ECCC: Susan Rohrbough, Jane Weichel and Richard Davis, co-chairs, 1996-1998; Terrie Hare, Chair, 1999-ongoing; Professional Development co-chairs: Rebecca Kantor and Karen Sanders, 1993-1996; Rebecca Kantor and Mary-Alayne Hughes; Rebecca Kantor and Marie Boykin, 1998-present. Workgroup Chairs: Roles and Responsibilities, Rebecca Kantor and Mary-Alayne Hughes; Training, Bethany Shue; Articulation, Doris Bergen and Maria Boykin; Higher Education Survey: Shauna Adams and David Fernie.

[3]A copy of the document can be obtained from the Ohio Association for the Education of Young Children via the Internet (*www.OAEYC.org*).

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About the Contributors

Lora J. Fader is currently an Assistant Professor at George Mason University working with their Unified Transformative Early Education Model Program. Her dissertation study examined the nature of differences between unified and separate teacher preparation programs. She is continuing her research in this area as well as in inclusive programs for young children.

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Marilou Hyson is a Professor in the Department of Individual and Family Studies at the University of Delaware. Her research has focused on developmentally appropriate practices in early childhood education and on issues related to emotions in early education. She serves as the editor of *Early Childhood Research Quarterly*, the scholarly journal of the National Association for the Education of Young Children (NAEYC). She also serves on the Board of Examiners of the National Council for the Accreditation of Teacher Education (NCATE). In the State of Delaware, Hyson has cochaired the consortium responsible for designing and implementing a comprehensive career development system in early care and education. In 1998-99, she was a policy fellow in the U.S. Department of Education's National Institute on Early Childhood Development and Education, under the sponsorship of the Society for Research in Child Development. Hyson is currently NAEYC's Associate Executive Director of Professional Development.

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Rebecca Kantor has been a faculty member and teacher educator at Ohio State University (OSU) for 16 years. Currently, she is Professor of Early Childhood Education in the College of Education; for the first 14 years at OSU, she served as Director of the A. Sophie Rogers Lab School in the College of Human Ecology. Professional development and state-level policy work has been a special interest of hers since her term as President of the Ohio Association for the Education of Young Children. She has co-chaired the Professional Development Committee that has produced a career pathways framework for Ohio. Her research interests include language, literacy, and social processes in early childhood classrooms. She has spent many years involved in collaborative, ethnographic study. She currently serves as coeditor of the book review section of the *Early Childhood Research Quarterly*. Currently, her professional development work includes involvement as co-principal investigator along with Dennis Sykes and David Fernie of the Region Vb Head Start Q-Net.

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Patricia S. Miller is Professor of Elementary and Early Education at East Carolina University. She has been active in teacher preparation in early childhood for over 20 years and has participated in the development of state and national preparation and licensure standards. Her work to advocate for generalist preparation of early childhood educators to work with all children in inclusive settings was in the forefront of the new field. Her current research interests are in the field of teacher preparation in early childhood education. She is the author of numerous journal articles on early childhood teacher preparation and a book on preschool programs in public schools.

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James A. Scott, Jr., is Senior Program Enhancement Specialist with the Region Vb Head Start Quality Network. Scott, a former preschool and elementary teacher, has taught undergraduate and graduate courses in early childhood education and elementary education as a Teaching Assistant and University Instructor, and has supervised students during their student teacher field placement. He worked as an early childhood consultant with the Early Childhood Professional Development Network, South Carolina ETV, from 1992 to 1995, and was responsible for developing content for interactive distance learning seminars, via satellite, for teachers and parents, and serving as an on-air host. As a Head Start consultant from 1990 to 1993 with the Ohio Department of Education, Division of Early Childhood Education, he was responsible for reviewing, administering, and managing the program and fiscal components of the State-funded Head Start grants. Since 1993, he has served . Senior Program Enhancement Specialist with the Region Vb Q-Net and provides training and technical assistance to Head Start grantees in Ohio.

Marce Verzaro-O'Brien has a Ph.D. in early childhood education from the University of Wisconsin-Milwaukee. She serves as the Director of the Region IV Head Start Quality Improvement Centers (QIC), whose primary office is at Western Kentucky University. The QIC provide training and technical assistance to more than 300 Head Start programs in the 8 southeastern states. Marce has served on the Board of Directors of NAEYC and the National Head Start Association; was the Curriculum Director of the Early Childhood Professional Development Network; and has been on the faculties of the University of Tennessee-Knoxville, Syracuse University, and the SUNY Colleges at Geneseo and Buffalo.

Lisbeth J. Vincent, a Professor in the Department of Curriculum and Instruction at the University of Montana, has assisted teachers, therapists, and administrators in school districts, Head Start, and childcare programs across the country to include children with special needs in their classrooms for the past 30 years. She has served as the project director on numerous federally funded model demonstration and personnel preparation projects. She has been honored by the International Division for Early Childhood for her leadership and service to the field of early childhood special education. Her current program development interests include designing a model, based on the naturally occurring routine of the preschool classroom, for fostering early literacy development in children with special needs.

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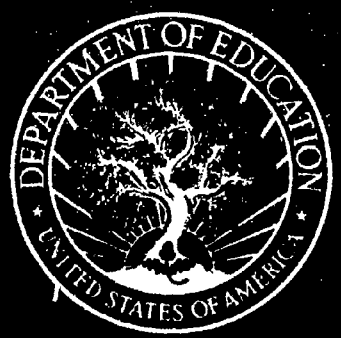

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