



# National Child Care Information Center

*A service of the Child Care Bureau*

NCCIC

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## **SELECTED RESOURCES on PROFESSIONAL DEVELOPMENT**

Within professional development systems are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at <http://nccic.org/pubs/goodstart/pdsystem.html> or in PDF format at <http://nccic.org/pubs/goodstart/pdsystem.pdf>.

The following provides a sample of resources on professional development, organized by the broad elements listed above. These selected resources provide an overview of research and reports, including both current materials and key historical documents.

### ➤ **Research and Reports**

#### **FUNDING**

*Building a Stronger Child Care Workforce: A Review of the Effectiveness of Public Compensation Initiatives* (November 2002), by Jennifer Park Jadotte, Stacie Carolyn Golin, and Barbara Gault, published by the Institute for Women's Policy Research. Available on the Web at <http://www.iwpr.org/pdf/CCW.pdf>.

*Financing Child Care in the United States: An Expanded Catalog of Current Strategies 2001 Edition* (2001), by Anne W. Mitchell, Louise Stoney, and Harriet Dichter, published by the Ewing Marion Kauffman Foundation. Available on the Web at <http://www.emkf.org/pdf/childcare2001.pdf>.

*Finding a Better Way: Defining and Assessing Public Policies to Improve Child Care Workforce Compensation* (2002), by Marcy Whitebook, Institute of Industrial Relations, University of California, Berkeley, and Abby Eichberg, Center for the Child Care Workforce. Available on the Web at <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001andcontext=iir/cscce>.

*Investing in Our Future: A Guide to Child Care Financing* (2002), by Louise Stoney, Scott Groginsky, and Julie Poppe, published by the National Conference of State Legislatures. An Executive Summary is available on the Web at <http://www.ncsl.org/programs/cyf/guide.htm>.

“Teacher Education, Wages Key to Outcomes” (January 2000), *NCEDL Spotlight* No.18, by the National Center for Early Development & Learning. Available on the Web at <http://www.fpg.unc.edu/%7Encedl/PDFs/spot18.pdf>.

*Toward Better Child Care Worker Compensation: Advocacy in Three States* (April 2002), by Carol J. De Vita, Eric C. Twombly, and Maria D. Montilla, published by the Foundation for Child Development. Available on the Web at <http://www.urban.org/advocacyresearch/finalreport.pdf>.

*Working For Worthy Wages: The Child Care Compensation Movement, 1970-2001* (Abridged Version, Fall 2001), by Marcy Whitebook, published by the Foundation for Child Development. Available on the Web at <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1000&context=iir/cscce>.

### **CORE PROFESSIONAL KNOWLEDGE**

“Beginning Literacy: Links Among Teacher Knowledge, Teacher Practice, and Student Learning” (2002), in the *Journal of Learning Disabilities* Vol. 35, No. 1, by Deborah McCutchen, Robert D. Abbott, Laura B. Green, S. Natasha Beretvas, Susanne Cox, Nina S. Potter, Teresa Quiroga, and Audra L. Gray.

*Creating and Using Core Knowledge/Competencies* (1997), by Sheri L. Azer, published by Wheelock College Institute for Leadership and Career Initiatives. For additional information contact NCCIC at 1-800-616-2242 or via e-mail at [info@nccic.org](mailto:info@nccic.org).

*Every Child Reading: A Professional Development Guide* (2000), by the Learning First Alliance. Available on the Web at <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=50>.

“The Missing Foundation in Teacher Education” (1995), in the *American Educator* Vol. 19, No. 2 (Special Issue: *Learning to Read: Schooling’s First Mission*), by Louisa Cook Moats.

“Perceptions and Knowledge of Preservice and Inservice Educators About Early Reading Instruction” (2001), in *Annals of Dyslexia* Vol. 51, by Candy Bos, Nancy Mather, Shirley Dickson, Blanche Podhajski, and David Chard.

### **QUALIFICATIONS and CREDENTIALS**

“Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications” (March 2003), in the *Preschool Policy Matters* Issue 2, by W. Steven Barnett, the National Institute for Early Education Research (NIEER). Available on the Web at <http://nieer.org/resources/policybriefs/2.pdf>.

*Cantigny Conference Report: Re-Visioning Articulation: Linkages in the Continuum of Students’ Success* (2003), by Wheelock College Institute for Leadership and Career Initiatives. Available on the Web at <http://www.mccormicktribune.org/education/revisioningarticulation.pdf>.

*The Early Childhood Challenge: Preparing High-Quality Teachers for a Changing Society* (June 2004), A White Paper of the American Association of Colleges for Teacher Education. Available on the Web at [http://www.aacte.org/Press\\_Room/ECEpaper.pdf](http://www.aacte.org/Press_Room/ECEpaper.pdf).

*Early Education Quality: Higher Teacher Qualifications for Better Learning Environments - A Review of the Literature* (2003), by Marcy Whitebook, published by Institute of Industrial Relations, Center for the Study of Child Care Employment. Available on the Web at <http://www.iir.berkeley.edu/cscce/pdf/teacher.pdf>.

Minimum ECE preservice and continuing/ongoing training requirements from State child care licensing regulations, by Sarah LeMoine of NCCIC, are available on the Web for:

- Small and large family child care providers at <http://nccic.org/pubs/cclicensingreq/cclr-famcare.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-famcare.pdf>.
- Center teachers and master teachers at <http://nccic.org/pubs/cclicensingreq/cclr-teachers.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-teachers.pdf>.
- Center Directors at <http://nccic.org/pubs/cclicensingreq/cclr-directors.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-directors.html>.

*Parsing the Achievement Gap: Baseline for Tracking Progress* (2003), by Paul E. Barton, published by the Policy Information Center, Educational Testing Service. Available on the Web at <http://www.ets.org/research/pic/parsing.pdf>.

“Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-Year Institutions of Higher Education” (2001), in the *Early Childhood Research Quarterly* Vol. 16, by Diane M. Early and Pamela J. Winton.

- “Preparing the Workforce: Early Childhood Teacher Education Programs Need Support” (April-May 2001), in *NCEDL Spotlights* No. 33, by the National Center for Early Development and Learning, based on “Preparing the Workforce: Early Childhood Teacher Preparation at 2- and 4-year Institutions of Higher Education” is available on the Web at <http://www.fpg.unc.edu/~ncedl/PDFs/spot33.pdf>.

*Teacher Education: One Strong Step to Ensuring High Quality* (July 2003), by The Trust for Early Education. Available on the Web at <http://www.trustforearlyed.org/docs/report2.pdf>.

### **ACCESS and OUTREACH**

*Culturally Responsive Teaching: Theory, Research, and Practice* (2000), by Geneva Gay, published by Teachers College Press. A summary of the book is available on the Web at <http://www.aaanet.org/cae/aeq/br/gay.htm>.

*Educating All Our Students: Improving Education for Children from Culturally and Linguistically Diverse Backgrounds* (June 1996), by the National Center for Research on Cultural Diversity and Second Language Learning. Available on the Web at <http://www.ncela.gwu.edu/pubs/ncrcdssl/edall.htm>.

*Pathways to African American Leadership Positions in Early Childhood Education: Constraints and Opportunities* (September 1993), by the National Black Child Development Institute.

*Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings*

(June 1989; Rev. 1993, 1995, 2000), by Tawara D. Goode, Georgetown University Child Development Center, Center for Child Health and Mental Health Policy, University Affiliated Program. Available on the Web at

<http://www.georgetown.edu/research/gucdc/nccc/checklisteiec.html>.

*California's Gold: Claiming the Promise of Diversity in Our Community Colleges* (July 2003), eds. Blaze Woodlief, Catherine Thomas, Graciela Orozco, and Carol Dowell, published by California Tomorrow. Information available on the Web at <http://www.californiatomorrow.org>.

*Sparking Connections: Community-Based Strategies for Helping Family, Friend and Neighbor Caregivers Meet the Needs of Employees, their Children and Employers* (January 2003), by Marta Lopez, Peg Sprague, Nina Sazer O'Donnell, and Deborah Stahl, published by the Families and Work Institute. Information available on the Web at

[http://www.familiesandwork.org/classroom/sc\\_excerpt.html](http://www.familiesandwork.org/classroom/sc_excerpt.html).

“Understanding the Impact of Language Differences on Classroom Behavior” (2002), a *What Works Brief* No. 2, by Rosa Milagros Santos and Michaelene Ostrosky, published by the Center on the Social and Emotional Foundations for Early Learning. Available on the Web at

<http://csefel.uiuc.edu/briefs/wwb2.pdf>.

### **GENERAL PROFESSIONAL DEVELOPMENT**

*Building Strong Foundations for Early Learning: The U.S. Department of Education's Guide to High-Quality Early Education Programs* (November 2000), prepared by the U.S. Department of Education. Available on the Web at [http://www.ed.gov/offices/OUS/PES/early\\_learning](http://www.ed.gov/offices/OUS/PES/early_learning).

*The Children of the Cost, Quality, and Outcomes Study Go To School: Executive Summary* (June 1999), published by the Frank Porter Graham Child Development Center, University of North Carolina Chapel Hill (now the Frank Porter Graham Child Development Institute).

The Technical Report (October 1999) is available on the Web at

<http://www.fpg.unc.edu/~NCEDL/PDFs/CQO-tr.pdf>.

*Eager to Learn: Educating Our Preschoolers, Executive Summary* (2000), by the Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education, National Research Council. The Executive Summary is available on the Web at

<http://books.nap.edu/books/0309068363/html/1.html>.

*The Family Child Care Training Study* (1995), by Ellen Galinsky, Carollee Howes, and Susan Kontos, published by the Families and Work Institute. Information available on the Web at <http://www.familiesandwork.org>.

*The Florida Child Care Quality Improvement Study: 1996 Report* (1998), by Carollee Howes, Ellen Galinsky, Marybeth Shinn, Annette Sibley, Martha Abbott-Shim, and Jan McCarthy, published by the Families and Work Institute. Information available on the Web at

<http://www.familiesandwork.org>.

*Making a Career of It: The State of the States Report on Career Development in Early Care and Education* (1993), by Gwen Morgan, Sheri L. Azer, Joan B. Costley, Andrea Genser, and Joan Lombardi, published by The Center for Career Development in Early Care and Education Wheelock College. For additional information contact NCCIC at 1-800-616-2242 or via e-mail at [info@nccic.org](mailto:info@nccic.org).

NAEYC Position Statements related to improving early childhood professional development and professionalism, including: *Anti-Discrimination Statements; Code of Ethical Conduct and Statement of Commitment; Collective Bargaining; Compensation Guidelines; Conceptual Framework for Professional Development; Early Childhood Teacher Certification; Guidelines for Professional Preparation; Personnel Standards for Early Education and Early Intervention; and Quality, Compensation, and Affordability*. Available on the Web at [http://www.naeyc.org/resources/position\\_statements/position\\_statement3.htm](http://www.naeyc.org/resources/position_statements/position_statement3.htm).

*Report on 2001 Early Childhood/School-Age Career Development Survey* (July 2002), Wheelock College Institute for Leadership and Career Initiatives. For additional information contact NCCIC at 1-800-616-2242 or via e-mail at [info@nccic.org](mailto:info@nccic.org).

*The Status of Preschool Policy in the States* (December 2001), by Helen Blank, Children's Defense Fund and Anne W. Mitchell, Early Childhood Policy Research. Information available on the Web at <http://www.earlychildhoodfinance.org/mitchell.htm>.

*Student Achievement through Staff Development* (1995), by Bruce R. Joyce and Beverly Showers, published by Longman Press.

*Then and Now: Changes in Child Care Staffing, 1994-2000, Technical Report* (2001), by Marcy Whitebook, Laura Sakai, Emily Gerber, and Carollee Howes, a joint project of the Center for the Child Care Workforce (CCW) and the Institute of Industrial Relations. Available on the Web at <http://www.ccw.org/pubs/Then&Nowfull.pdf>.

*Together We Can: A Guide for Crafting a Profamily System of Education and Human Services* (April 1993), by Atelia I. Melaville of the Center for the Study of Social Policy, Martin J. Blank of the Institute for Educational Leadership, and Gelareh Asayesh, published by the U.S. Department of Education, Office of Educational Research and Improvement and the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.

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