

Head Start Bulletin

ENHANCING HEAD START COMMUNICATION
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Professional Development



Pullout in English & Spanish:

Self-Assessment for Distance Learning

Auto Evaluación para Educación a Distancia



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The BULLETIN is a service of the Office of Head Start. Its purpose is to enhance communication among the Office of Head Start, Head Start programs, and interested national, regional, and state organizations and agencies.

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HEAD START BULLETIN

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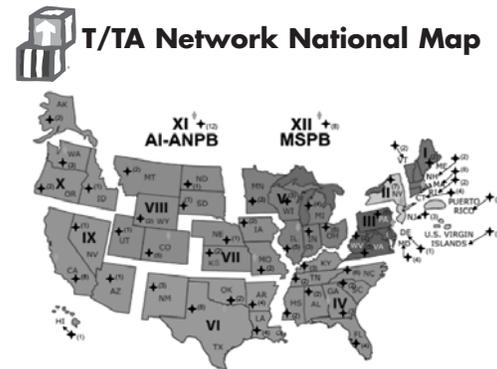
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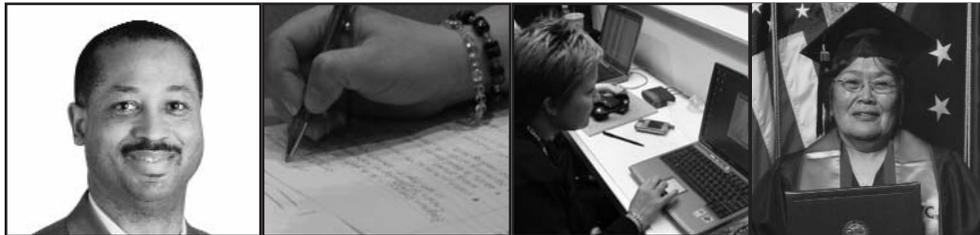
Head Start Bulletin

2007

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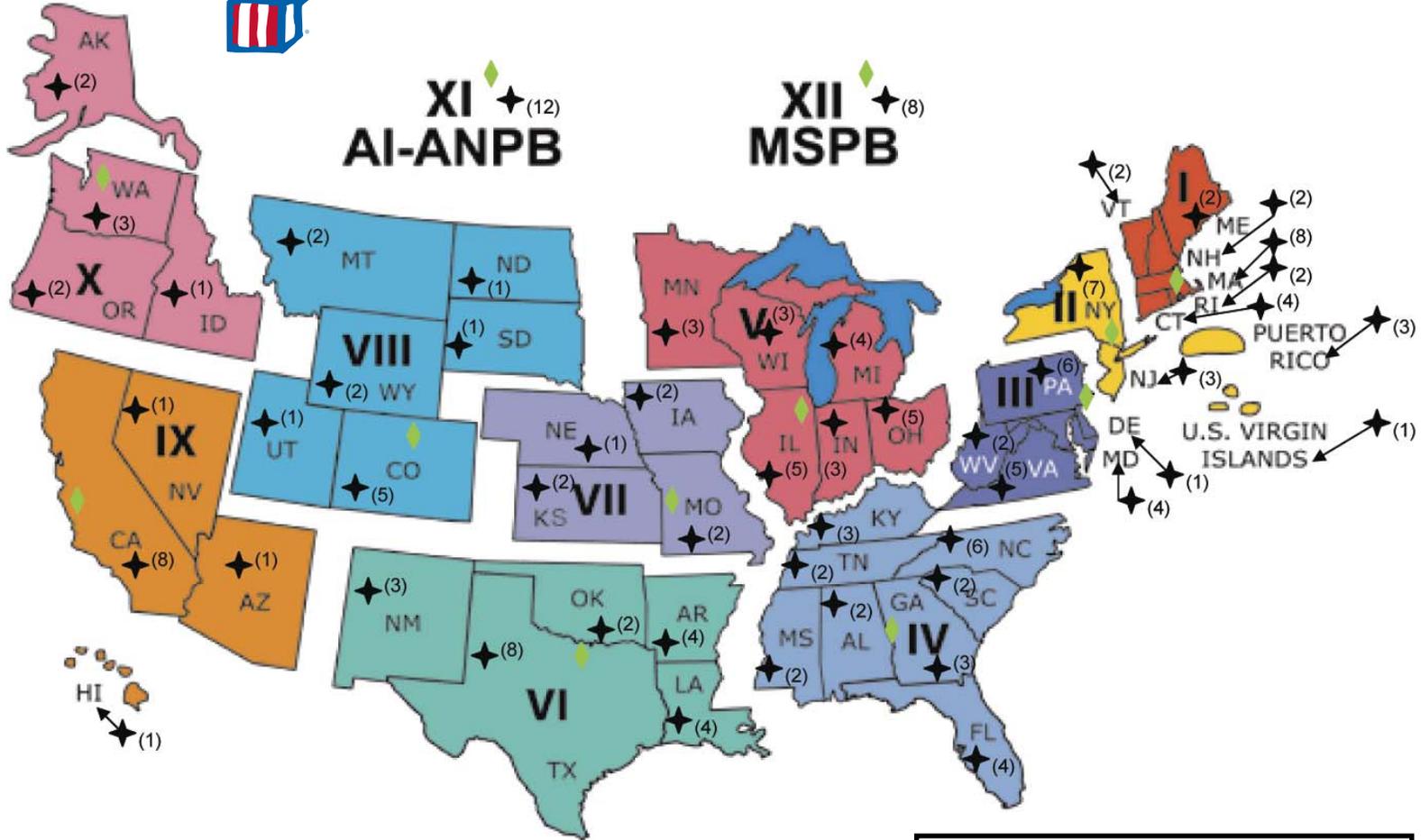
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 : Symbol of continuous learning





T/TA Network National Map



This T/TA Network Map displays the Regional Office locations where Content Specialists are located and shows that Local TA Specialists are in all states. The chart below the map indicates the number of Local Specialists in each region.

Key

- ◆ = Regional Office with Content Specialists
- ◆ = Local TA Specialists

Current as of August 7, 2007

Region	Local Specialists	States Covered	Region	Local Specialists	States Covered
I	10	MA, ME, CT, RI, MH VT	VII	8	NE, KS, IA, MO
II	13	PR, NY, NJ, VI	VIII	9	MT, ND, WY, SD, UT, CO
III	15	PA, WV, VA, DE, MD, DC	IX	10	NV, CA, AZ
IV	23	KY, TN, MS, AL, GA, FL, SC, NC	X	6	WA, OR, ID, AK
V	22	MN, WI, IL, IN, OH, MI	XI	13	AZ, CA, CO, FL, ID, KS, ME, MI, MN, MT, MS, Navajo, NC, NE, ND, NM, NY, OK, OR, OST, SC, SD, TX, UT, WA, WI, WY
VI	20	NM, TX, OK, AR, LA	XII	7	AL, AR, AZ, CA, CO, DE, FL, GA, ID, IL, IN, MN, ND, WY, KS, KY, MI, MO, WI, TX, OH, NM, LA, MD, MA, NC, NJ, NY, PA, VA, SC, TN, OR, WA, NE, UT

Welcome to the Professional Development Bulletin



Photo by J. Brough Schamp.

Channell Wilkins

GREETINGS FROM THE OFFICE OF HEAD START! It is a pleasure to send you this issue of the *Head Start Bulletin* focused on professional development. Head Start has been a leader in early childhood and family services professional development since its inception.

As the Director of the Office of Head Start, I am happy to have this opportunity to share the present and future strategies and innovations on the topic of professional development.

Head Start has achieved a milestone. More than half of Head Start teachers are reported to hold a CDA, BA or beyond. We are committed to improving that number each and every year.

Innovation is a prime ingredient in the OHS support of professional development and this year is no different. This *Bulletin* identifies numerous innovations in professional development with a computer mouse icon. I encourage you to become familiar with these exciting concepts.

Currently, we are embarking on two approaches that will once again move Head Start quality services forward. These two major initiatives are the National Head Start Training and Technical Assistance Network and the new Early Childhood Learning and Knowledge Center.

The National Head Start Training and Technical Assistance Network is entering its fourth year. The promise of the new network has been realized—every Head Start program has a T/TA plan that is approved by the regional office to guide the programs

through the comprehensive planning process required by the Head Start Program Performance Standards. And a Local TA Specialist is assigned to every grantee. In the near future, the T/TA plans will be archived in OHS in the new electronic Enterprise System designed to collect data and other relevant information about grantees and to track grantee achievements.

The Early Childhood Learning and Knowledge Center (ECLKC) is an exciting new venture. It opened in the fall of 2006 and serves as an electronic platform for the burgeoning materials developed by Head Start and other early childhood partners. It puts current information and expertise at your fingertips! Designed for staff, parents and community partners, this interactive, dynamic center houses the following—

- content information
- training modules
- directories of programs and consultants
- streaming videos of recent conferences
- distance learning information.

Our future is bright! We have before us everything we need to achieve quality services in every program—people close to the programs, the latest technology, and new ways of sharing information and communicating 24/7.

My vision is that by 2012 we will have an enormous galaxy of highly qualified and skilled performers in Head Start who are able to offer quality services to every child and family. Please join us on this journey to the future! ■

Channell Wilkins is the Director of the Office of Head Start.

online... For more information on Head Start, visit our site at www.acf.hhs.gov/programs/hsb/

CREATING A COMMUNITY OF LEARNERS

Learn about the concepts that drive this *Bulletin*, the mobius symbol for continuous learning, a new electronic professional development newsletter and the keys to *Bulletin* organization **by JoAn Knight Herren**

This *Bulletin* is a tribute to the myriad ways that professionals working in this field can build their expertise, improve their understanding of their profession and explore the outer dimensions of their learning. Could you imagine 40 years ago when Head Start was born that the field of early childhood development and family services professional development would expand and flourish as it has?

We've designed this *Bulletin* with three major concepts in mind:

- **Doorway**—This *Bulletin* is a doorway to many other worlds. All the writers have agreed to take you on a journey sharing some small part of their story and inviting you to follow an electronic address to expand your knowledge, reaching greater depth and breadth of understanding.
- **Branding with the Mobius strip Logo**—The Mobius strip was named for an 18th century astronomer—August Ferdinand Mobius. It is a continual band with only one side and one edge. The strip can expand, retract, shift and change. In our context, the Mobius strip signifies continuous learning. You will see this image incorporated with a tree behind this article and throughout the *Bulletin* to remind you that all life is learning—and all learning is life.
- **Sustainability**—This *Bulletin* does not stand alone. Following this hard copy issue, periodic two-page electronic newsletters will follow. Information about this new resource will be shared through the Early Childhood Learning and Knowledge Center.

How Did This *Bulletin* Evolve?

A community of learners created this product and we hope that you find it helpful and informative.

To address important topics, we've divided the *Bulletin* into four parts. One segment focuses on systems and partner-

ships and includes stories from local grantees and college faculty. You will be surprised and delighted to find rich opportunities as you read this section.

The second section includes messages from a variety of audiences and the methods they use to support the professional development of staff members. Each story demonstrates Head Start's creativity and caring with details about the way students are supported in their efforts to grow and learn.

The next section on Distance Learning has references to the new Professional Development Cottage on the Early Childhood Learning and Knowledge Center (ECLKC). The articles describe exciting online learning possibilities. Statistics described in the article on page 46 indicate that online learning is the fastest growing form of education in the United States. Once again, Head Start is at the forefront in thinking about how to do this successfully.

And, of course, you will find a resources section with a Webliography so that you can explore on your own!

Explore Learning

You are living in a time of great abundance. There is a bountiful harvest of research and critical knowledge to help define, create and maintain *quality services*. Highly trained and competent staff members are a significant part of the formula for success. This *Bulletin* salutes their accomplishments and work.

There is a proven method to help you access what you want to know about professional development. It does not require you to leave your home or your office, or to drive and park. You can download copies of the *Bulletin* at your desk or share it with a friend or class. Access to most of the experts who wrote articles is at your fingertips.

Open the door to the world available to you online and to continuous online learning—simply turn on a computer and enjoy the journey! ■

JoAn Knight Herren is *Chief of the Training and Technical Assistance Branch for the Office of Head Start.*

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PROJECT ADVANCE IN SAN ANTONIO

A Head Start Higher Education grantee effectively supports Head Start teacher education **by Martha L. Trevino**

Established in 1898 by an Episcopalian bishop, the son of a former slave owner, St. Philip's College began as a vocational school for the daughters of former slaves. In 1902, Artemisia Bowden, the daughter of a former slave, became the school's chief administrator and primary teacher and for the next 52 years, devoted herself to strengthening the institutions. Today, St. Philip's is an inner-city, public community college with a student population of 11,000 students per semester; approximately 70% are minorities. Its unique role continues. It is the only postsecondary educational institution in the nation designated by the U.S. Department of Education as both a Historically Black College (1987) *and* a Hispanic-Serving Institution (1992), and continues its tradition of serving the historically underserved.

Two-plus-Two Articulation Agreement

In the fall of 2005, St. Philip's College Early Childhood Education Program received a five-year U.S. Department of Health and Human Services Head Start grant to collaborate with Parent/Child Incorporated and the University of Texas at San Antonio to increase the number of Head Start teachers with bachelor's degrees. Parent/Child Incorporated is the City of San Antonio's largest Head Start delegate, employing 436 teachers and serving approximately 7,000 children. Since only 22% of Parent/Child Incorporated teachers had a bachelor's degree—and the 2003 School Readiness Act requires 50% of Head Start teachers to have bachelors degrees by 2008—Parent/Child Incorporated and St. Philip's College agreed to cooperate. Now Parent/Child Incorporated teachers have the opportunity to obtain their bachelor's degree. The University of Texas at San Antonio agreed to join this effort and provide Parent/Child Incorporated Associate degree graduates from St. Philip's College the upper division courses needed for graduation through a "Two-plus-two Articulation Agreement."

St. Philip's College has implemented *Project Advance* to increase the number of Head Start/Early Head Start teachers with bachelor's degrees in reading and early childhood education. Through *Project Advance*, Parent/Child Incorporated Head Start/Early Head Start teachers are *recruited* and *retained* to complete their coursework for an Associate of Applied Science degree in Early Childhood Studies at St. Philip's College. After taking 48 hours of coursework, they are guided to *transfer* to and *graduate* from the University of Texas at San Antonio, where they take 62 hours of coursework and earn the Bachelor of Applied Arts and Science in Language and Literacy with an emphasis in Reading and Early Childhood Education.

During the first year of *Project Advance*, 17 (89.5% of the targeted 19) Parent/Child Incorporated teachers participated in the project: 15 teachers enrolled at St. Philip's College and two enrolled at the University of Texas at San Antonio. Currently eight teachers enrolled at St. Philip's College are expected to graduate in 2007 with an AA degree, and will transfer to the University of Texas at San Antonio. This will bring the number of teachers working on bachelor's degrees to 10 by the fall of 2007. Efforts to recruit and retain teachers in the project will continue in an effort to exceed the expectations originally established for *Project Advance*.

Innovative Features of the Project

The following numerous features of the *Project Advance* model are innovative and foster its effectiveness and cost-efficiency:

- First, teachers applying to participate in the project must already have 18 college credits, which demonstrates ability and commitment to pursue a bachelor's degree.
- Second, courses at St. Philip's College are offered in the evenings, during the summer, and some are offered online, providing teachers the flexibility to work around their busy work schedules.
- Third, the transfer offices and faculty at both St. Philip's College and the University of Texas at San Antonio work closely to ensure that teachers receive



PROJECT ADVANCE IN SAN ANTONIO

the guidance they need to ensure a smooth transfer from the community college to the university, and that only the required courses are taken.

Finally, cost-efficiency is maximized through the community college/university partnership; because community college tuition is generally 40 percent less expensive than tuition at a university, grant dollars are better utilized and more teachers are served.

St. Philip's College is committed to serving the underserved by providing students a *quality educational environment which stimulates leadership, personal growth and a lifelong appreciation for learning*. By creating an effective and efficient educational pipeline for Head Start teachers, St. Philip's College continues its 108-year tradition of serving the underserved by supporting Head Start in its mission to help low-income children start school academically and socially prepared. ■

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Martha L. Trevino, Ph.D., is the Coordinator of Resource Development and Research for St. Philip's College, San Antonio, TX. T: 210-531-3200.

UNIVERSITY OF CINCINNATI ONLINE BILINGUAL ASSOCIATE'S DEGREE by Lisa Holstrom

The University of Cincinnati began offering an early childhood education Associate's degree program in its entirety online in 2000. Referred to as the Early Childhood Learning Community (ECLC), the online program targets early childhood teachers and Head Start and Early Head Start staff interested in completing an early childhood degree program but unable to access a campus-based program. ECLC also has added an online bachelor's degree and an online certificate for Infant and Toddler Specialists to meet the diverse needs of the teachers they serve.

In 2005, ECLC began using Head Start Innovative and Improvement grant funds (IIP) to build upon their success and experience with the English language online early childhood Associate's degree program. During the planning phase of this IIP grant, the ECLC developed a new bilingual/Spanish distance learning degree program that specifically targets Migrant/Head Start teachers whose first language is Spanish.

The new degree program has been implemented and, to date, 48 Spanish-speaking early childhood teachers from across the U.S. have taken online courses and are making progress towards their Associate's degree. All student support, including academic advising, program orientation, and technology orientation, is provided in Spanish.

For more information, visit <http://www.eclc.uc.edu>. This Web site is available in Spanish and English. ■

Lisa Holstrom is the Director of the Early Childhood Learning Community, College of Education, Criminal Justice and Human Services, at the University of Cincinnati. T: 513-556-3627; E: lisa.holstrom@us.edu

HIGHER EDUCATION GRANTEES' STRATEGIES TO SUPPORT HEAD START STAFF

A recent OHS study described how Higher Education Grantee Partnerships (HEG) support Head Start teachers as they pursue postsecondary early childhood education degrees. Through interviews with HEG and Head Start staff, researchers learned the strategies used to address the special challenges of Head Start staff members and how best to meet their learning needs.

To learn this information, Mathematica Policy Research, Inc. and Xtria, LLC, conducted an in-depth study of 15 of the 54 grantees (five from each of the three HEG consortia). Selection of the 15 grantees was based on key variables and random selection within each consortium of one experienced grantee, one first-time grantee, one grantee offering distance learning, one grantee with small enrollment, and one grantee with large enrollment.

The study found that Head Start staff members face unique challenges while pursuing their degrees. Many are balancing the demands of career, family, and education and require more time to complete their degrees. They feel overwhelmed and seek additional supports to help them succeed.

The report indicates that the HEGs in the sample and partnering Head Start managers have learned to offer the type of support that can overcome these challenges.

Support by HEGs and HS Grantees

The HEGs in the study offered the following types of assistance for staff:

- Tuition assistance
- Academic advising, which includes guidance with education plans, help with registration, access to financial aid, and help with course selection and course scheduling.
- Workshops to help staff improve their math, writing and computer skills
- Assistance transferring credits
- Child care
- Cohort groups to encourage peer networks

- Translators/interpreters to provide written translation and simultaneous interpretation and to help with writing tasks

- Textbooks

Supports offered by Head Start grantees in partnership with the HEGs were intended to complement those offered by the HEGs. Head Start grantees provided:

- Flextime for participating staff to allow them to attend courses, complete course work, or study for exams—flextime usually was arranged by hiring a substitute.
- Motivational support—mentoring and acknowledging staff successes.

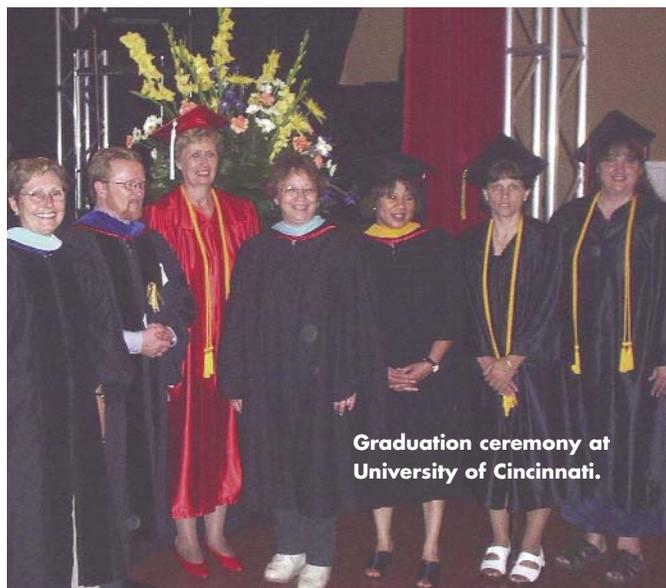


Photo by M.P. Harlow.

Graduation ceremony at University of Cincinnati.

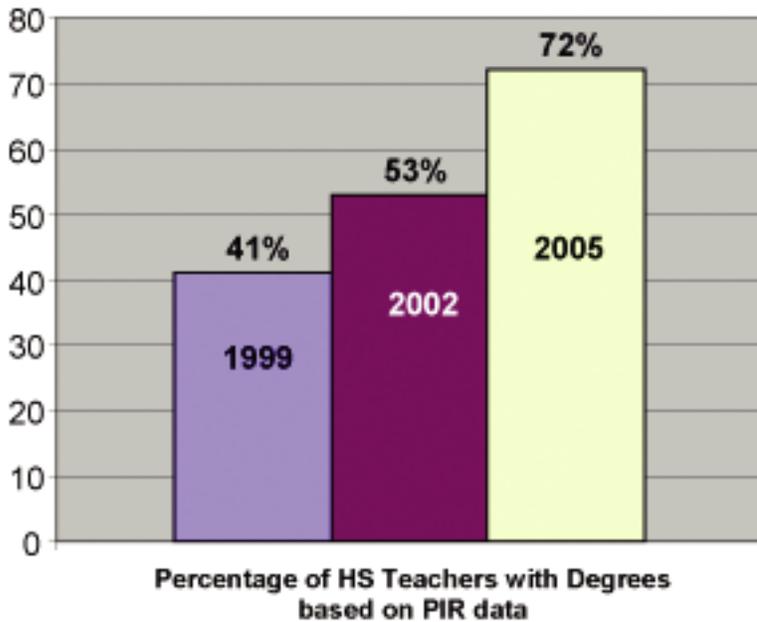
- Cohorts of staff members as a peer support network—most cohorts began their course work together.
- Financial and professional development opportunities upon degree completion, such as an increase in salary and/or a promotion.

Distance Learning Options

Some HEGs that offer distance learning provide online courses with assistance for distance learning students. One HEG strategy for success is to provide special computer workshops and computer support on campus and at the Head Start center. The staff enrolled in online distance learn-



GRANTEE STRATEGIES TO SUPPORT HEAD START STAFF



Note: The 2005 PIR data cites 55,839 Head Start teachers. There are 18,355 teachers with an AA, 17,538 with a BA, and 2,641 with a graduate degree.

ing courses also occasionally met in a local classroom and had small discussion groups to increase interaction and enhance learning.

Modifying Course Work

Another HEG support strategy was to modify the content of standard early childhood education classes by placing a focus on Head Start issues. For example, one instructor discussed Head Start practices and approaches to educating young children during her lectures, and required readings related to Head Start families and issues. Other instructors pointed out course content that was particularly relevant to the *Head Start Program Performance Standards*

and encouraged staff to draw from their Head Start experiences when participating in class discussions, projects, and other assignments.

Most Head Start staff felt the courses were relevant to their work with children, and they were able to give examples of how the course work helped them in their jobs. Head Start staff typically found the general education requirement courses such as math, English, biology and history difficult and less relevant to their Head Start work. To overcome that problem, HEGs helped Head Start staff select from a menu of courses the ones that could be most useful to their work. For example, some selected a nutrition course to fulfill a biology requirement and others chose a children's literature course to fulfill an English requirement.

Generally, Head Start staff members were satisfied with their experiences with the Higher Education Grantees. By advancing their education, they gained self-confidence and experienced a sense of accomplishment. Staff felt it was worth the effort. They reported that their enhanced skills helped them provide better-quality care to Head Start children and families and enabled them to act as role models for their own children and for others in their communities. ■

REFERENCE

Pai-Samant, S. N. Meise, S. Caverly, K. Boller, K. Marton & L. Rosenberg. *Implementation of the Head Start Higher Education Grantee Partnerships for Improving Head Start Teacher Education*. 2006. Washington, D.C.: U.S. Department of Health and Human Services.

Leaders build a circular system that distributes leadership to the outmost edges of the circle to unleash the power of shared responsibility.

—Frances Hesselbein

USING PROFESSIONAL DEVELOPMENT AS THE CORNERSTONE FOR CONTINUOUS IMPROVEMENT

At Family Educational Network of Weld County, a rural Head Start and migrant and seasonal Head Start grantee in Colorado, staff members participate in planning their own professional development and supervisors celebrate their staffs' educational achievements.

This grantee has offered staff support by collaborating with community colleges, tapping funds for tuition and books through a federal grant, advocating for staff with partners, ensuring all staff have opportunities to learn, and encouraging distance education for staff in rural locations.

Head Start Director Janet Flaughner placed an emphasis on professional development when she joined the program three years ago. "I find that staff members who understand the importance of self-improvement impart this important message to families and others in their circle." Ms. Flaughner notes. "It is clear that an emphasis on continuous advancement helps the entire program by improving staff skills and raising staff morale."

Ms. Flaughner described the annual survey of staff training needs. This survey supports the cornerstone of the program's professional development system—an employee evaluation conducted every 6 months that includes a personal professional development plan. Furthermore, professional development is embedded in all systems—annual planning, continuous monitoring, self-assessment, work planning, and TTA planning.

Collaboration is another key element of the success of Family Educational Network's professional development. AIMS Community College in Greeley is an important and proactive partner, according to Ms. Flaughner. Through a federally funded Hispanic Partnership Grant, AIMS (see page 11 where AIMS is listed as a Higher Education Grantee) is able to offer the following assistance to Head Start teachers:

- Tuition support for courses taken at AIMS
- Funds for books
- Study groups
- Financial assistance for staff taking distance learning courses at other institutions in rural locations
- Support for the new mentor teacher and mentor coach programs

Grantee	Family Educational Network of Weld County—Head Start 155 N. 17th Avenue P.O. Box 1805 Greeley, CO 80632
Contact	Janet Flaughner, Director T: 970-353-3800 x3340 F: 970 304-6453 Email: jflaughner@co.weld.co.us
Enrollment	694
Total staff	100
Type	Rural Head Start with Migrant and Seasonal Head Start programs
Centers	16
HS classes	Head Start—22 Migrant and Seasonal Head Start—26

- Modified course schedules including classes offered late in the day at Head Start centers. (This is particularly important for staff that work year-round due to work in regional programs that end before summer and migrant and seasonal programs that operate from June to September.)
- Courses tailored to bilingual staff.

The AIMS grant is dedicated to Head Start teachers. There also is support for general staff training through a tuition assistance program in Weld County dedicated to improving the skills of all staff. Managers, directors, office technicians, family liaisons, recruiters and others may tap these funds. Furthermore, tuition support available for staff through the TTA plan has been accessed by 6-10 people per year, according to Ms. Flaughner.

To stay well informed about state education initiatives, Ms. Flaughner collaborates on the state systems task force that works to achieve statewide outcomes for early childhood education, is engaged in the Weld County *Promises for Children* education initiative, and works cooperatively with the Colorado Head Start Collaboration Office director.

The success of the grantee's emphasis on education and improving staff skills is evident—students are graduating

Continued on page 57



BY RHONDA TSOI-A-FATT

STATE REGISTRIES SUPPORT THE PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD PRACTITIONERS

What Are Registries?

Registries are a professional development tool of the early childhood and school-age/after-school profession and serve many purposes, as follows:

- Provide Head Start programs and providers of early care and education with a tracking mechanism for determining the steps to obtaining qualifications, degrees, and/or credentials for providers.
- Allow employers to quickly scan the skill sets of their staff and to offer or adjust training, and to provide recognition and support.
- Offer a tool for career counseling, an assessment of current training, and facilitated individual professional development.
- Offer individuals working in the child care or teaching field a formal document outlining their training and knowledge that they may provide to potential employers.
- Aggregate data statewide to illustrate training provided and levels of professional development, the need for training in specific content areas, and turnover rates.

When Did Registry Systems Begin and What States Have Registries?

States began recognizing the need for registry systems in the early 1990s

as they identified key components of state career development systems. Some state registries developed as the result of strategic planning, others from grass roots efforts, and some were started by state departments of human services.



Photo by S. Crecelius.

According to the National Child Care Information Center (September 2006), at least 23 States have implemented some type of early childhood practitioner or training registry. These states are: Alaska, Arizona, Arkansas, Delaware, Hawaii, Idaho, Louisiana, Maine, Missouri, Montana, Nevada, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, Washington, West Virginia, Wisconsin, and Wyoming. Additionally, Texas has implemented a Regional registry and Florida is in the process of doing that. Alaska, Iowa, Kansas, and Nebraska are in the process of planning or implementing a statewide registry. Detailed information on registries in each state can be found at <http://nccic.org/poptopics/practitioner-registry.html>. See the top of page 11 including

information on the Arizona state registry as one example of a state registry system. Note that registries are listed as one component in state professional development systems in the NCCIC resource, *State Professional Development Systems and Initiatives for the Early Childhood Workforce*, described on page 12 in this *Bulletin*. Information on registries also can be found at Head Start's Early Childhood Learning and Knowledge Center at <http://eclkc.ohs.acf.hhs.gov/hslc>.

What is The National Registry Alliance?

Recognizing a need for an interactive forum for registry staff to network and exchange information and strategies, the Wisconsin Registry formed the National Registry Alliance in 2003. By utilizing and maximizing the data and strengths of each participating state's registry system, the National Registry Alliance provides a unified voice for professional development recognition processes and impacts state and national policy. For more information, visit www.registryalliance.org. An interactive map of state registries is available at <http://www.registryalliance.org/regmap.html>.

Rhonda Tsoi-A-Fatt is the Senior Policy Analyst, Youth Policy, at the Center for Law and Social Policy. T: 202-906-8000;

STATE REGISTRIES EXAMPLE: THE ARIZONA STATE REGISTRY

Arizona's career registry is titled S★CCEEDS (Statewide Child Care and Early Education Development System). The career development registry includes child care and early education professionals and exists to track their education and training statewide.

S★CCEEDS goals are to improve the status of practitioners working in the child care and early education profession; to encourage professional and educational growth in the child care and early education profession; and to improve the overall quality of care and education for Arizona's children.

To participate, those interested complete an application which is offered online, include copies of training and education documentation and submit all information to the S★CCEEDS office. Once the information is reviewed, applicants receive:

1. A certificate that lists the career level achieved, the total number of clock hours and credit hours of training and education, and the years of self-reported experience in the child care and early education profession.
2. A Summary of Education and Training
3. A monetary incentive

Practitioners move at their own pace to complete additional training and education. On a yearly basis, S★CCEEDS reviews all additional training and education completed and sends updated certificates and summaries of education and training.

HIGHER EDUCATION GRANTEEES

Head Start Higher Education Partnership grants are designed to improve the quality and long-term effectiveness of Head Start and Early Head Start grantees by developing academic and other training models to increase the number of Head Start teachers with degrees in early childhood education.

Launched in 1997, the program initially provided grants to Historically Black Colleges and Universities (HBCUs). Over the years, the program has expanded to include Tribally Controlled Land Grant Colleges and Universities (TCUs) and Hispanic Latino Service Institutions (HSIs). Further information may be found at: <http://eclkc.ohs.acf.hhs.gov/hslc>.

List of grantees:

Historically Black Colleges & Universities

Alabama State University
 Central State University
 Coppin State College
 Delaware State University
 Florida A and M University
 H. Council Trenholm State Technical College
 Howard University
 Jackson State University
 Kentucky State University
 Langston University
 North Carolina Agricultural and Technical State University
 Shaw University
 Southern University and A and M College
 Spelman College
 St. Philip's College
 Tennessee State University
 University of Arkansas at Pine Bluff
 University of Maryland Eastern Shore
 University of the District of Columbia

Hispanic-Serving Institutions

Aims Community College
 Arizona State University
 Board of Regents, NSHE, on Behalf of Univ. of Nevada
 California State University—Bakersfield
 California State University—Northridge
 Central Community College
 Colorado State University
 Community College of Denver
 Florida International University
 Fort Hays State University
 Holyoke Community College
 Houston Community College System
 Laredo Community College
 Michigan State University
 National University
 Portland Community College
 Rancho Santiago Community College District
 Regents of New Mexico State University
 Regional Community Technical College
 San Francisco State University
 Skagit Valley College

St. Augustine College
 St. Louis Community College
 Texas A & M University
 University of Texas—Pan American
 University of Texas at San Antonio
 University of Washington
 Urban College of Boston—A Two-Year College Inc.

Tribally Controlled Colleges & Universities

Bay Mills Community College
 Blackfeet Community College
 Chief Dull Knife College
 College of Menominee Nation
 Fort Belknap College
 Fort Peck Community College
 Little Big Horn College
 Northwest Indian College
 Oglala Lakota College
 SIPI Board of Regents
 Sitting Bull College
 Stone Child College



BY JULIE ALLI PALMER-BLACKWELL

PROFESSIONAL DEVELOPMENT SYSTEMS FROM THE STATES' POINT OF VIEW

Are you confused by the various systems for professional development? Do you have a distinct and clear career path or lattice? You may want to scaffold your knowledge by linking your own professional development pieces to one another. Taking this step will help you understand how best to advance in your field and what systems are available to support your progress.

The National Child Care Information Center (NCCIC), a service of the Child Care Bureau, has developed a resource that allows you to plan your own professional development. Referred to as the State Professional Development Systems and Initiatives for the Early Childhood Workforce, this resource chronicles professional development information from each state. It is available at <http://nccic.org/pubs/goodstart/state-ece.html>. (For the pdf version, refer to <http://nccic.org/pubs/goodstart/state-ece.pdf>)

The NCCIC tool includes information such as the names of state professional development systems or initiatives, contact information, links to and highlights of other information, such as professional associations, and funding sources. State registries (see the article on page 10) also are listed. Take a glance at this document and make it work for you. An example from the state of Florida is

Comprehensive professional development systems for early care and education personnel define paths tied to licenses, lead to qualifications and credentials, address the needs of individual adult learners, and support life-long learning. The tree graphic illustrates the interconnected components within professional development systems under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. (NCCIC)



A one-page document that outlines and defines this framework is available on the Web at <http://nccic.acf.hhs.gov/pubs/goodstart/pdsystem.html> or in PDF at <http://nccic.acf.hhs.gov/pubs/goodstart/pdsystem.pdf>

The framework for Comprehensive Professional Development Systems for Early Care and Educational Personnel from the National Child Care Information Center

included in the box on page 13. In addition, the NCCIC framework for professional development is included as another resource and is illustrated by the tree graphic in the box above.

You may want to work with an advisor in your city, county or state who can answer your questions and guide you through the process of defining your personal path. Many professionals will be pleased to advise

or mentor you; networking and mentoring can provide an invaluable boost to success.

The rewards of earning a degree or degrees are boundless. The State Professional Development Systems and Initiatives for the Early Childhood Workforce are available to provide information that can help you achieve your dream!

Florida Professional Development System

Many states have long histories of professional development systems, having responded to the various changes in laws, regulations and training requirements that have evolved over the years. In Florida, for instance, laws, regulations and training requirements came about because of serious allegations of sexual abuse in a child care setting. In

the mid-1980s, Florida lawmakers provided guidelines to a heretofore unregulated industry.

Today, the director must possess a renewable Director Credential and the training hours for providers have been increased to 45.

Below is the information on Florida that appears on the NCCIC Web site as part of the State Professional Development Systems and

Initiatives for the Early Childhood Workforce resource. ■

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State	System	Contact Information	Web Site	Funding	Qualifications	Access and Outreach
FL	Miscellaneous	<p>Initiatives/entities involved include:</p> <p>Florida Children's Forum 2807 Remington Green Circle Tallahassee, FL 32308 T: 850-681-7002 or 888-FL-CHILD F: 850-681-9816</p> <p>Child Care Services Program Office Department of Children & Families 1317 Winewood Boulevard, Building 6, Room 389A Tallahassee, FL 32399 T: 850-488-4900 F: 850-488-9584</p> <p>The Florida Partnership for Schools Readiness Quality Initiative (FPSR-QI) Holland Building, Room 251 600 South Calhoun Street Tallahassee, FL 32399 T: 850-922-4200/866-357-3239 F: 850-922-4205</p>	<p>Florida Children's Forum</p> <p>Florida Department of Children and Families: Child Care</p>	<p>-T.E.A.C.H. Early Childhood @ FLORIDA -Child Care WAGES@ FLORIDA</p> <p>-Tiered System</p>	<p>-Higher Education Directory -Family Child Care M.E.N.T.O.R. Project -Training Calendar -Resource Library -Technical Assistance (TA)</p> <p>-Orientation Training -Ongoing Training -Licensing Regulations -School-Age Certification -Director Credentials -Training Registry</p>	<p>-Training Coordinating Agencies</p>



HOW WISCONSIN PROMOTES EARLY CHILDHOOD NETWORKING

Wisconsin listservs, collaborations, and conferences provide a network for early childhood professionals **by Linda Jagielo**

In the fall of 2005, I returned to Wisconsin after a hiatus of almost 25 years to continue my work in early childhood education. I was pleased to discover a Wisconsin Early Childhood Education (ECE) network of professionals that is active, strong, supportive, and informative.

A colleague in River Falls forwarded information about the statewide ECE listservs that brought me up-to-date on ECE issues in my state and gave me a sense of inclusion. First, I joined two discussion lists: The Wisconsin Early Childhood Collaborating Partners' Listserv (WECCP) and the Wisconsin Forces for Four-Year-Olds Listserv (Forces44). This group also has an ECE special education (WI-ECSE) list. If interested, you can become a member by going to <http://www.collaboratingpartners.com/Listserv.htm>. Through postings, I learned about the Wisconsin Council on Children and Families (<http://www.wccf.org/>). I reviewed their site, became a member and then subscribed to several of their helpful action alerts and newsletters that contain information about policy issues, upcoming conferences, and statewide video conferences. I learned that Jill Haglund, Wisconsin Department of Public Instruction (DPI) (jill.haglund@dpi.state.wi.us), updates these listservs with information about DPI training for licensed ECE teachers.

Collaborations

Through the ECE network, I learned that there are many successful Wisconsin ECE collaborations involving public schools, child care centers, family child care homes, preschools, and/or Head Start programs. Wisconsin ECE professionals promote networking to share ideas among ECE collaborating partners and those interested in future collaborations. Partners are blending funding streams (<http://www.dpi.state.wi.us/ec/ecflowpg.html>) and providing quality learning and care for young children.

One organization that supports collaborations is the Wisconsin Early Childhood Collaborating Partners (WECCP). They represent over 44 public and private agencies working with children and families and have developed and implemented a plan to permit every child and family in the state access to a blended, comprehensive delivery system for high quality early childhood care and education. Their Web site, <http://www.collaboratingpartners.com/>, lists upcoming events.

ECE Conferences

Another positive aspect to working in Wisconsin has been the multitude of conferences that promote networking. I live in Hudson, Wisconsin, just over the border from the Twin Cities of Minnesota, and I was able to participate in many face-to-face professional development opportunities within reasonable driving distance during the 2005-2006 academic year. I understand that there are events with locations within reach for everyone in the state to facilitate connecting with other professionals.

Wisconsin Web-based resources on early childhood:

- Wisconsin Model Early Learning Standards, <http://www.collaboratingpartners.com/EarlyLS.htm>
- Early Childhood Belief Statements, <http://www.dpi.state.wi.us/ec/ecbelfpg.html>
- Early Childhood Guiding Practices, <http://www.dpi.state.wi.us/ec/ecqualhm.html>
- Early Childhood Goals, <http://www.dpi.state.wi.us/ec/ecgoals.html>
- Wisconsin Early Care and Education Career Guide, <http://www.collaboratingpartners.com/wececg.html>
- Early Childhood Collaborating Partners: Goals, Philosophy, and Principles, <http://www.dpi.state.wi.us/ec/ecgnppg.html>
- Strongest Links: Economic Development and Early Childhood Conference (January 2006), <http://www.collaboratingpartners.com/stronglinks.htm>

- Better Badger Baby Brain Bus Project, <http://www.wccf.org/projects/bus.html>
- The Registry, <http://www.the-registry.org/>

Conference resources of general interest:

- Embracing Diversity for Children and Families in Early Childhood Care and Education Conference, Milwaukee, <http://www.jsonline.com/story/index.aspx?id=357532> or http://www.ltgov.state.wi.us/journal_media_detail.asp?loaid=86&cpid=1405&linkid=642

- Learning About Learning: Influencing the Developing Mind through Knowledge of the Science of Brain Development, Wisconsin Rapids, <http://www.wccf.org/projects/beginnings.html> ■

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THE ROLE OF HEAD START STATE COLLABORATION OFFICES IN BUILDING STATE PROFESSIONAL DEVELOPMENT SYSTEMS

Lessons learned about building professional development systems

by Carmen Bovell

Given the importance of increasing staff qualifications of Head Start teachers, there has been renewed interest by the Office of Head Start (OHS) in partnering with states to improve the effectiveness, diversity, and capacity of states' professional development systems. The Head Start-State Collaboration Offices (HSSCOs) are critical to Head Start-state partnerships that foster states' professional development systems.

A common task for the HSSCOs has been improving the articulation and linkages among higher education institutions. This effort enabled students to successfully transfer credits between institutions. Head Start staff who entered higher education from multiple entry points and pathways

obtained college degrees without losing credits.

Lessons the HSSCOs have learned about building professional development systems include:

- Collaborative partnerships bring together needed resources, expertise and ownership among the key stakeholders
- Early childhood professionals who work directly with young children and families represent a key viewpoint that can provide essential feedback for the planning and continuous improvement of the professional development system.
- Understanding the unique strengths and challenges of a state are critical to building the professional development system.
- Passion, vision and long-term commitment by a core leadership group are key to building

momentum for a professional development system.

- Celebrating accomplishments helps recognize and reward those who strengthen professional development systems.

For more information on State Collaboration Offices, refer to www.hsnrc.org. ■

Note: The author acknowledges the contribution of Head Start Fellow, Teresa Lock. The information in this article was extracted from a draft report of a study conducted during her Fellowship year entitled, "The Role of Head Start State Collaboration Offices in the Development of States' Early Childhood Professional Development Systems."

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Many states have faced the challenge of ensuring that all early childhood practitioners use teaching strategies guided by their new early learning content standards. Ohio has addressed this task by forming a partnership to offer a series of professional development seminars in the four content areas of the state's standards: English Language Arts, Mathematics, Science, and Social Studies. The partners are:

- The faculty and staff of the Ohio State University's Early Childhood Quality Network (Q-net),
- The Ohio Department of Education's Office of Early Learning and School Readiness, and
- The Ohio Department of Job and Family Services' Child Care Bureau.

Led by Drs. Rebecca Kantor and Dennis Sykes, the project has worked with 25 faculty members from OSU and six other Institutions of Higher Education to design, develop, and deliver the seminars.

Seminar Content and Type

The seminars are offered throughout the state using both face-to-face instruction and a distance education format utilizing Ohio's statewide videoconference network. The distance education option serves up to 200 participants using 2-way interactive audio and video between the presenter's site and 15-20 remote sites. Professionals facilitate the seminars at

each remote site and provide support for small group activities on the content standards. Both formats offer 12 hours of instruction and meet Ohio's continuing education requirements. Participants can elect to receive college credit.

To date, there have been 2,500 participants in this project, which was initiated in 2002, and they have represented the entire spectrum of the early childhood community—Head Start, Even Start, center-based child care, home-based child care, public school pre-kindergarten, and preschool special education. There are a variety of local hosting organizations including Special Education Regional Resource Centers, Child Care Resource and Referral Agencies, and Education Service Centers.

The program has addressed the needs of its diverse audience by focusing current practice through the lens of the content standards, by honoring that practice and participants' expertise, and by examining how current practice should be modified to encompass the standards effectively.

The educational effort is in its fifth year. Partners anticipate the addition of 2,000 more participants by September 30, 2007. A new professional development module on the topic of integrating curriculum will be introduced in the spring of 2007.

Distance Education Improvements

Partners have planned enhancements to the distance learning option:

- Based on feedback from participants and partners' observations, video production will be improved.
- Two instructors and a moderator will guide communications with participants at remote sites.
- Interactions between instructors and moderators will be better scripted to ensure clear communication of content.
- Instructors will model planned activities and the moderators will facilitate questions.

Many participants have reported a positive experience with the videoconferences and mentioned that it is convenient to attend at a location close to home. The distance format sometimes presents challenges so each seminar is webcast simultaneously to provide a backup in case the link to the videoconference is interrupted. Individuals who miss a session or wish to review the content are able to view the archived webcast at their own convenience.

Further information about this program can be acquired via the Q-net Web site www.ecqnet.org or by contacting Dr. Dennis Sykes, Q-net Director at sykes.3@osu.edu or project director, Sharon Sullivan at sullivan.239@osu.edu. For information about the distance format, contact Chuck Lynd at lynd.7@osu.edu or Cheryl Johnson at Johnson.872@osu.edu.

MENTOR-COACHING

The development of children is directly linked to the development of the adults who work with them. Mentor-coaching is a proven strategy for building strong and effective relationships among early childhood colleagues.

The Office of Head Start funded *Steps to Success*, which includes the development of training materials and other resources that draw upon current research and effective practices related to staff development and early literacy. *Steps to Success* mentor-coaching materials blend coaching and mentoring in a single, comprehensive system.

ACF Regional Offices can provide information about which programs received training or are implementing *Steps to Success*.

To learn more about the tools and features included in the *Steps to Success* mentor-coaching instructional design, refer to the following materials online:

Steps to Success: Decision Maker Guide

Designed for Head Start leaders, managers, and Policy Councils, the guide explains how to create strong, effective early literacy mentor-coaching systems. Topics include: Selecting a Model; Finding Financial Resources; Selecting and Matching Mentor-Coaches; Orienting and Training Mentor-Coaches; and Linking Mentor-Coaching to Management Systems.

Decision Maker Guide (English)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_hgm_00301_042106.html

Decision Maker Guide (Spanish)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_hgm_00301e_042106.html

Steps to Success: Facilitator Guide and Mentor Coach Manual

Enables each mentor-coach to build skills. Units addressed are: Building Relationships to Promote Child

Literacy Outcomes; Observation of Staff and Analysis; Reflective Practice; and Using Child Assessment Information to Guide Instruction. <http://www.headstart.info.org/publications/stepstosuccess/mentorcoach.htm>

Steps to Success: Professional Development Plan

Explains how to strengthen and refine mentor-coaching skills and chart professional growth. The plan identifies mentor-coaches' skills and includes a form to guide mentor coaches toward improvement.

Professional Development Plan (English)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_caf_00500_061606.html

Professional Development Plan (Spanish)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_caf_00500e_061606.html

Steps to Success: Protégé Journal

Offers guidance to prepare for and reflect on work of a protégé classroom staff or home visitors with a mentor-coach. The three sections describe the roles of the mentor-coach and the protégé and associated skills and strategies; processes and activities that are the foundation of the relationship; and resources to promote positive language and literacy outcomes for children.

Protégé Journal (English)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_hgm_00302_042106.html

Protégé Journal (Spanish)

http://eclkc.hsb.acf.hhs.gov/hslc/ecdh/eecd/Management%20and%20Staff%20Support/Mentor%20Coaching/edudev_hgm_00302e_042106.html

Materials may be ordered through the online catalog at <http://eclkc.ohs.acf.hhs.gov/hslc/resources/bookstore/index.html> or by calling toll free: 1-866-763-6481. ■



BY DELICIA STEWART

THE STEPS TO SUCCESS INITIATIVE BUILDS TRUST AND RELATIONSHIPS

Steps to Success is an early literacy and language development initiative that builds capacity within local programs through support for mentor-coaching. *Steps to Success* mentor-coaches help Head Start protégé teachers and home visitors by using reflective inquiry, engaging them in dialogue and problem-solving, and by challenging protégés to stretch.

The initiative supports curriculum planning, observation and assessment of children, and individualization. It is designed to ensure that teachers develop the skills needed to implement effective strategies that encourage children's early literacy and language development.

This initiative provides materials for planners, mentor-coaches and protégés (see the resource list) and an infrastructure to support the Office of Head Start's overarching goals—early literacy, child outcomes, and higher levels of staff competency. It was rolled out in the regions starting in 2005 and can be tailored to meet the individual needs of programs. It also can support the diversity that thrives within the fabric of Head Start.

The official roll-out of *Steps to Success* materials in Region XI for American Indians and Alaska Natives is in full swing. Informal mentoring, a cornerstone of Head Start, holds great interest for Indian people because they

value and teach the importance of respecting and trusting others. We found that an explanation that informal mentoring exists within the more formal framework of the *Steps to Success* program helped our grantees understand the goals and importance of the new initiative.

The first wave of our roll-out occurred at the Southwest Indian Consortium in March 2006. This phase of training emphasized establishing and building trusting relationships as an integral foundation for successful mentoring.

The second wave of training took place at the National Indian Head Start Directors' Association meeting in June 2006. This training reemphasized the importance of mutual trust and respect for the mentor-coach relationship and covered the critical importance of change. "Change is one step at a time, not overnight," noted one participant from Isleta Pueblo Head Start.

The third wave of training at the Northwest Indian Head Start Coalition dealt with using self-assessments to identify the skills needed to support further growth and development.

Comments by participants in one training are cited below and demonstrate that the program and its goals were enthusiastically embraced. As we continue to build the momentum of

Steps to Success throughout the Head Start community, let us honor and support the work of all grantees that develop mentor-coaching skills.

Participants in *Steps to Success* Trainings from the Yakama Nation Head Start Program in Yakama, Washington, commented about what they found valuable:

- "I enjoyed the positive mentoring techniques and relationship building."
- "Information was clear, especially about Mentor/Protégé skills."
- "Mentor/Protégés formed a team and worked together for the success of all the children and teachers."
- "There was a wonderful atmosphere of openness and cultural awareness."
- "The self-assessments were valuable."
- "There was excellent guidance as a result of staff observations."
- "Implementing *Steps to Success* in my Head Start program will build better relationships in the workplace." ■

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The best way to predict the future is to create it.

—Peter Drucker

A MENTORING SUCCESS STORY IN HEAD START

Mentors can offer valuable assistance to Head Start teachers taking college courses **by Willa Siegel**

This story demonstrates that Head Start mentors can play a key role in the professional development of staff working their way towards a degree.

“Kathie,” a teacher at a Head Start program, was taking her first college course. She had been out of high school for 15 years, and had been teaching for the last eight. Because Kathie and her fellow Head Start teachers had been out of school for so long, the college and Head Start administrators decided to start them with a course in child development, a subject that they agreed the teachers already know something about. Starting from a familiar base would be reassuring.

Kathie's assignment was to read a chapter in her Child Development textbook and then write an essay on the social development of young children. She read the chapter, and found that much of the information reinforced what she already knew from eight years of teaching. But, she didn't know how to begin to write an essay.

Luckily, she remembered that her mentor, Dorothy, a teacher on the Head Start staff, had encouraged her to give her a call if she felt lost. So she did.

Dorothy and Kathie met the following afternoon at the Head Start center. Dorothy asked Kathie to tell her whether any part of the chapter had special significance for her. Kathie said that she really liked the descriptions of the different kinds of social play. She had observed children in her classroom involved in individual, parallel and cooperative play.

Dorothy asked Kathie to gather some information to prepare to meet again later that week. Kathie was to look for examples of individual, parallel and cooperative play as the children in her class went about their daily activities. Kathie didn't think that would be hard to do. Dorothy suggested that Kathie write three paragraphs: one each focused on a child involved in individual play, parallel play and cooperative play.

Kathie came to the next meeting with the three paragraphs. Dorothy looked them over. After she read the first

one, she asked Kathie to talk about what she'd seen. When Kathie did this, Dorothy pointed out that she had used many more descriptive words in her verbal description than she had in her written one. Those descriptive words were helpful in showing that she understood the material. Dorothy then asked Kathie to update the paragraph on individual play, which Kathie did. Dorothy read it and exclaimed, “You've got it!” Kathie beamed!

Dorothy suggested that Kathie elaborate on the next two paragraphs by describing what she saw the way she would tell someone what she saw.

Kathie started writing and, when she was finished, she gave them to Dorothy. Kathie could see that Dorothy was pleased and, even better, Dorothy could see that Kathie was pleased with herself.

“Okay” said Dorothy, “We've got your essay started. You've done the hard part. Now, you just need to write an introduction.... Why are you writing this essay, what do you want to tell in it?” Kathie thought for a few minutes and said, “Children learn to *play by playing*. They play differently at different times in their lives. Very young children like to play by themselves. They don't share very well. As they get older, they learn to play with other children and really like playing with them.”

Dorothy said, “If you write down what you just said, you've got your introductory paragraph.”

This type of mentoring assistance showed Kathie

- she could succeed,
- taught her the skills she needed to tackle this and other similar projects, and
- increased her confidence.

Kathie's Head Start mentor took the perfect approach by engaging her interest and by giving her the support she needed to turn her classroom knowledge into college-level work. Dorothy's mentoring approach worked! ■

Willa Siegel is an Education Specialist for the Education and Partnerships Division of the Office of Head Start.

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MENTORING—PROTÉGÉ RESOURCES

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HEAD START RESEARCH AND PROFESSIONAL DEVELOPMENT

The Head Start Quality Research Center (QRC) Consortium was funded by the Office of Head Start and the Office of Planning, Research and Evaluation (OPRE) to promote the school readiness of Head Start preschool children. Starting in 2001, five-year grants funded partnerships between academic researchers and Head Start programs. Two Quality Research Centers focus on professional development. One intervention is literacy-based; the other focuses on teacher training.

Program-Delivered Literacy In-service Training

This professional development model was supported by Head Start partners, Communities United, Inc. (CUI), Waltham, Massachusetts, and Action for Boston Community Development, Inc. (ABCD), Boston, Massachusetts. The grantees delivered early literacy professional development through training, materials, and technical assistance.

Modules used for program delivery included reading books, extending conversations, phonological awareness, children's writing, print awareness, and literacy-integrated curricula. Using a range of qualitative and quantitative research methods, Education Development Center, Inc. (EDC) examined the impact of the literacy program on teachers' literacy-related practices and children's literacy development. Results showed consistent and sus-

tained improvement in teachers' literacy-related practices across several cohorts of teachers as well as improved child outcomes in vocabulary and early writing.

For more information, contact Nancy Clark-Chiarelli, hclark@edc.org.

Individualized Learning Intervention: A Structured Mentoring Program for Head Start Teachers

Three Head Start grantees implemented a mentoring system involving adult self-directed learning experiences and collaborative support -- Ninth District Opportunity Head Start in Gainesville, Georgia; Coastal Area Georgia Head Start in Brunswick, Georgia; and Jefferson County committee for Economic Opportunity in Birmingham, Alabama. Mentor training focused on developing trusting relationships between sixteen mentor

teachers and sixteen protégé teachers. Communication and leadership skills were provided during coursework.

Mentors supported the protégés' ability to individualize children's learning experiences based on developmental assessments. Mentor teachers met with protégé teachers throughout the Head Start year. Initial results were positive for the quality of the protégé teacher's classroom learning environment and enhanced child outcomes based on comparisons made between treatment and control groups in the fall and spring.

For more information, contact Martha Abbott-Shim, masq-counts@bellsouth.net, or Rich Lambert, rglamber@email.uncc.edu.

Information about the Head Start Quality Research Centers Consortium is available at www.acf.hhs.gov/programs/opre/hs/qrc_two/index.html ■



Photo by S. Crecelius.

Participant taking notes at the 2nd National Head Start Hispanic Institute.

Features of the National Head Start Family Literacy Center

Uses research-based training models to support Head Start programs in their efforts to:

- Address interactive literacy activities between parents and their children
- Train parents on how to be the primary teacher for their children and full partners in the education of their children
- Offer parents literacy training leading to economic self-sufficiency
- Prepare children for success in school and life using age-appropriate education approaches

Provides a menu of services to EHS/HS programs including:

- Training at national, regional, state, and cluster levels
- A series of intensive training for 98 selected teams (8 per region) who will then train their peers

- Information about literacy-focused organizations who want to partner with EHS/HS programs
- Showcases of high-quality family literacy practices in EHS/HS programs
- Research-based training modules suitable for use by grantees are under development
- Videos suitable for training key aspects in Family Literacy are under development

Exciting Developments

The National Head Start Family Literacy Center at Sonoma State University is creating two 200-300 level college courses on literacy development which will be made available free of charge to any community college or university serving large numbers of Head Start staff pursuing AA and BA degrees. The courses will be suitable for teaching online and/or in-person or as a combination course. The goal of the effort is to provide colleges and universities high-quality coursework that they can incorporate into their own courses of study and to assure that Head Start staff can get academic credits from their own degree granting institutions.

The first course, *Literacy Development for Children from 3 to 5*, has been completed and is being field-tested at Winston-Salem University. After the field-test is completed, modifications will be made and the course will become available to other institutions of higher education serving Head Start staff. The second course, *Language and Literacy Development for Children from Birth to 3*, will be developed for field-testing in fall 2007. Both courses combine a variety of learning methods and focus on recent high-quality research-based practices. Students learn about research and how best to apply it in early childhood settings. ■

Joanne Knapp-Philo is the Project Director for the National Head Start Family Literacy Center at the California Institute on Human Services at Sonoma State University.
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Parents are the primary teachers for their children.

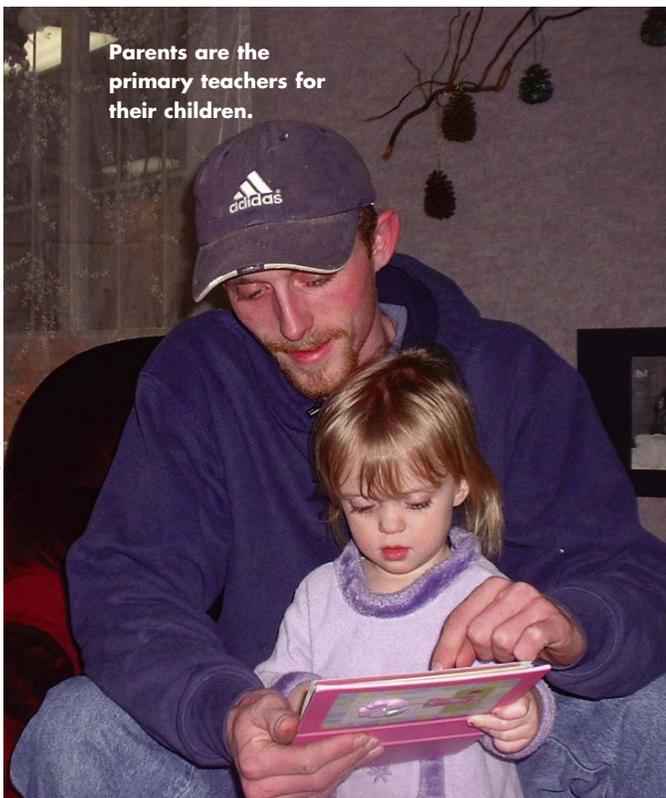


Photo courtesy of Mountain States EHS.

HEAD START AND CHILD CARE PARTNERSHIPS BENEFIT TEACHERS

A recent study of Head Start and child care partnerships shows that they are making a difference to child care teachers' professional development (Chauncey & Schilder 2006).

The *Child Care/Head Start Partnership Study* (Chauncey et al., 2005) was designed to collect quantitative data from two groups of randomly selected licensed child care centers providers in Ohio. Seventy-eight centers had formal partnership agreements with Head Start and 63 comparison child care centers did not.

Five survey instruments were administered to the partnership center directors, teachers, and parents and to the comparison centers. They were administered once per year in 2002, 2003, and 2004. The surveys included questions about structural indicators of quality and parental perceptions of quality; services provided by the centers; and teachers' professional development, education, and benefits. The study was conducted by the Center for Children & Families (CC&F), based at Education Development Center, Inc., and funded by the Child Care Bureau (Department of Health and Human Services) and the Ohio Department of Job and Family Services.

The report notes that child care teachers at partnering centers:

- Participated in enhanced training opportunities,
- Had better compensation
- Used structured curricula more



Photo by D. Mentzer, Rosemount Center HS/EHS.

broadly with standardized assessments

- Participated in more total hours of professional development than teachers at non-partnering centers, and
- Were offered more off-site workshops.

Child care centers that were in partnership longer and received greater Head Start funds were more likely to offer teachers on-site workshops.

The longitudinal study comparing partnership centers and comparison centers will continue for the purpose of addressing whether reported improvements in teacher practices, along with the additional services, lead to improvements in children's school readiness.

This information is excerpted from the research study available at www.ccf.edc.org/projects/partnershipresearch/. ■

REFERENCES

- Chauncey, B. & D. Schilder. *Child care/Head Start partnerships: Teachers at partnering centers report benefits of partnership*. 2006. Newton, MA: Education Development Center (EDC).
- Schilder, D., B. Chauncey, M. Broadstone, C. Miller, A. Smith, S. Skiffington & K. Elliott. *Child care/Head Start partnership study: Final report executive summary*. 2005. Newton, MA: Education Development Center (EDC). Available at www.ccf.edc.org/pdf/ExecSumm-122105.pdf.



STILL A VALUED PROFESSIONAL DEVELOPMENT OPTION THE CDA CREDENTIAL

Council *for* Professional Recognition

The Child Development Associate (CDA) Credential
Supports teacher qualifications **by Deborah Jordan**

Since its inception, the Child Development Associate (CDA) National Credentialing Program established professional standards to enhance the quality of early childhood education. The Council for Professional Recognition has administered the CDA Program since 1985. With the increasing interest in universal pre-kindergarten and school readiness programs, CDAs help to fill the growing demand for a diverse, well-qualified workforce for early childhood programs, including Head Start.

This program grew out of a commitment in the early 1970s to improve the quality of the early childhood workforce by focusing on the competence of early childhood staff. Head Start played a key leadership role in establishing the CDA Program as a workforce development strategy. This nationally supported professional recognition effort:

- Identifies basic competencies needed by staff to provide competent care;
- Provides training for early childhood teachers in these competencies; and
- Evaluates the work of early childhood teachers on the basis of these national standards and recognizes them with a national credential.

Center-based, family child care, and home visitor CDAs demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Competency Standards support quality programs for young children by providing standards for train-

ing, evaluation, and recognition of early childhood teachers and caregivers based on their ability to meet the unique needs of young children and their families.

Federal and state initiatives, including the proposed legislation for the Head Start reauthorization, mandate advanced staff qualifications. These initiatives provide an opportunity for higher education to become more responsive to the professional development needs of practitioners in the field.

Currently, 49 states and D.C. recognize the credential in child care licensing regulations. Some states require a CDA to obtain additional education and/or training. While the profession welcomes higher staff qualifications, it is challenging to plan, implement, and fund programs to achieve a better qualified and higher compensated workforce. The CDA Credential is one alternative in the credentialing requirements for Head Start teacher qualifications.

The Office of Head Start and The Council for Professional Recognition have a Cooperative Agreement which extends through November 2010. This agreement supports the acquisition of Child Development Associates (CDAs) nationwide. For more information about the CDA National Credentialing Program, visit the Council's Web site, www.cdacouncil.org, or call 1-800-424-4310.

The box on page 25 includes state awarded credentials that meet or exceed the CDA and are approved by the Office of Head Start. ■

Deborah Jordan is the Deputy Director of the Council for Professional Recognition. T: (800) 424-4310; E: deborahj@cdacouncil.org.

Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life.

—Sandra Carey

THE CDA CREDENTIAL

STATE-AWARDED CERTIFICATES EQUIVALENT TO OR EXCEEDING THE CDA

This list reflects credentials which meet or exceed the Child Development Associate (CDA) as approved by the Office of Head Start. A Head Start teacher who holds any one of the certificates or credentials below meets the teacher qualifications for CDAs specified in the Head Start Reauthorization Act of 1998. This chart is organized by region, then state, and is updated as new entries are evaluated.

REGION	STATE	TYPE OF CERTIFICATE/ CREDENTIAL/DEGREE	ISSUED BY
I	VT	Child Development Certificate	State of Vermont Head Start
II	NY	Early Childhood Development Certificate	Jamestown Community College
II	NY	Associate Preprimary Credential	Center for Montessori Teacher Education & American Montessori Society
III	MD	Early Childhood Studies	Delaware Technical Community College
III	WV	West Virginia Apprenticeship for Child Development Specialist	US Department of Labor
IV	AL	Child Development Certificate	State of Alabama
IV	FL	Florida Child Care Apprenticeship Program	Florida Department of Labor
IV	FL	State of Florida Certified Child Development Associate Training Program	Florida Department of Education
IV	GA	Degree in Child Development, Related Care Diploma	GA State Department of Technology & Adult Education
IV	GA	Child Care Diploma	State of Georgia State Board of Post Secondary Vocational Education
IV	GA	AAS In Early Childhood Education	Georgia Military College
IV	SC	1. Infant/Toddler Development Certificate 2. Early Childhood Development Diploma	Trident Technical Community College
IV	SC	Early Childhood Development Certificate	SC State Board for Technology & Comprehensive Education
VII	NE	Appropriate Associate of Arts Degree & BA in Education w/ Minor in Early Education	Nebraska College
VIII	CO	Director Qualification Teacher Credential	Department of Social Service (State Agency)
VIII	CO	Group Leader Certificate	Arapahoe Community College
VIII	MT	Montana Apprenticeship Credential	Montana Department of Labor & Industry (Workforce Service Division)
VIII	UT	Baby Watch Early Intervention Credential	Utah Department of Health
VIII	UT	Utah Skills Child Care Certification	Utah Department of Education
IX	CA	Child Development Permit	California Commission on Teacher Credentialing
IX	NV	Child Care Development Specialist Certificate	Nevada Department of Labor
X	WA	Associate's Degree in Early Childhood Education	Yakima Valley Community College





COMMUNITIES OF PRACTICE ON ELECTRONIC WORK ZONES

The Office of Head Start introduced online Collaborative Work Zones as a new tool in January 2004. This tool is used for the following purposes:

- Professional development
- Collaborating on projects
- Forming a nationally recognized network of experts
- Accessing expertise
- Connecting the Training and Technical Assistance Network

After an initial pilot test involving 200-250 people who joined one or more work zones, the project continued to grow. As a result, OHS and ACF Regional Office Federal staff, regional TA contractors, and designated national contractors have expanded the use of the work zones. Participants continue to identify, develop, and share resources and knowledge to improve Head Start services.

Work Zones

At this point, all zones are by invitation only. There are a variety of work zones to meet the needs of the TTA network. One zone is dedicated to each of the six major content areas covered by the TA System (Administration/Fiscal, Disabilities, Early Learning and Literacy, Family and Community Partnerships, Health and Infant/Toddler). These six work zone teams develop and collect resources such as bibliographies, webliographies, existing TA Materials, and FAQs. The materials include PowerPoint presentations, assessment instruments, work sheets and other instructional and summary tools, leading and exemplary practices, success stories, and lessons learned. If the resources are considered useful to a broader audience, they may be posted on the Early Childhood Learning and Knowledge Center (ECLKC). In addition, there is a zone for Local Technical Assistance Specialists who work in the field. There are other zones specific to priorities including Mental Health and Research to Practice Work Zones. As these two zones mature, they will expand.

Special Practices on Three Work Zones

Administration/Fiscal Work Zone—Virtual Team Relationships

The Administration/Fiscal zone has found the key to success is to support its members by creating virtual team relationships. Muriel Richardson, Federal Team lead, explains that the zone offers a contact person (a Subject Matter Expert at the Head Start Knowledge and Information Center) for member support. This ensures that members receive rapid responses to questions in their content area, alerts on topics discussed on conference calls, and technical help with work zone use.

Disabilities Work Zone—Resource Development

Jim O'Brien is the Federal Team Lead on Disabilities issues. He reports on three projects developed with work zone member participation and designed to assist Disabilities TA Content Specialists to work with grantees. These products will be posted on the Early Childhood Learning and Knowledge Center.

“I am delighted that the Collaborative Work Zones are a place for sharing ideas openly. It is important for network members to communicate with each other online using new technology to better focus resource development.”

*—JoAn Knight Herren, Chief,
T/TA Branch*

- The first is a series of Frequently Asked Questions (FAQs) on disabilities issues to address grantee needs for policy information.
- The second project is based on Program Information Report (PIR) data. Based on discussions and requests, Disabilities Services PIR Summaries were developed and sent to the regions for comment. The reports include state level data for use by Disabilities TA Content Specialists in follow-up discussions with grantees.
- Finally, there is a synthesis of common features in Memoranda of Understanding (MOAs), posted on the zone as an informational tool for members.

videoconferences offer a more animated view of the participants, better involvement and responsiveness to questions, and strengthen relationships.

- At the January 2006, National TA Network Meeting, zone members concurred that they would have better and more responsive participation if they replaced conference calls with videoconferences.
- In 2006, zone members took a leadership role on monthly videoconferences on the following topics: Family Literacy, ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance), Fatherhood, Health, and Community Assessment. Jacquie reports that this zone has become more vibrant and effective due to this practice. ■

Family and Community Partnership Work Zone— Videoconferencing

Head Start Knowledge & Information Management Services Subject Matter Expert Jacquie Davis said that

FINANCIAL ASSISTANCE WEB RESOURCES

Student Financial Assistance

Students pursuing a college education are making an investment in their future. In addition to grantee support, there are three main kinds of financial aid:

- Scholarships and grants
- Loans
- Student employment or work-study aid

A resource for Head Start staff and parents has been developed to provide information on financial aid for higher education. Refer to the following URL at the Early Childhood Learning and Knowledge Center for this information, as well as explanations about types of

financial aid, and learn how to apply for these resources:

http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Financial%20Aid/prodev_bib_00038_060205.html

Loan Repayment and Loan Forgiveness

Note that some financial aid is offered in the form of loans and loans usually require repayment. The Head Start link to relevant information about loan repayment is

http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Financial%20Aid/prodev_bib_00038_042506.html

00038_042506.html

Recipients of the Federal Perkins Loan qualify for loan forgiveness. Full-time service as a staff member in the educational component of a Head Start program qualifies for up to 100% cancellation of the Perkins Loan. This program forgives 15% of the loan for the first and second years of teaching service, 20% for the third and fourth years and 30% for the fifth year. More information on teaching service cancellation/deferment options for this and Stafford loans can be found at www.studentaid.ed.gov. At the site, click on “Repaying,” then on “Cancellation and Deferment Options for Teachers.” ■



BUILDING THE COMPETENCY OF HEAD START FAMILY WORKERS

Just as a tapestry is a heavy woven cloth adorned with rich brilliant hues of color... so is the family a group of people bound and continually strengthened by culture and likeness.

Just as a tapestry is woven with precious hands immersed in history and tradition by threads that will never come undone...so is the family borne of history and tradition with ties that can never be broken.

Just as a tapestry through its design is a fine work of art...so is the family through its eminence an unbreakable unit of oneness.

As we admire a tapestry that adorns the wall ...so will we embrace and respect the culture, customs and traditions that are the fabric of the family.

In 2001, an Information Memorandum ([ACYF-IM-HS-01-08](#)) was circulated to inform Head Start and Early Head Programs about new efforts to enhance the preparation, ongoing training and effectiveness of Head Start Family Workers.

Specifically this Memorandum:

- Describes the Head Start Family Worker Training and Credentialing Initiative.
- Disseminates a newly developed framework of Head Start Family Worker Competency Goals and Indicators.
- Encourages local grantees and delegate agencies to use [Competency Goals and Indicators for Head Start Staff Working with Families](#) to improve the preparation and ongoing professional development of Family Workers.

The Family Worker Credentialing program grants were announced in May 2001. Ten grantees received awards to --

- Develop competency-based training programs and curricula relevant to the work of a Head Start Family Worker based on the Head Start Program Performance Standards;
- Create or adapt competency-based training linked to academic credit and degree programs and to other forms of credentialing for Family Workers;
- Develop accessible and affordable training and curricula for

adult learners that accommodates the training needs of current Head Start Family Workers;

- Create state-of-the-art training and assessment strategies to enhance the quality of program services and outcomes for the low-income families served by Head Start and early childhood programs.

Grantees used the Competency Goals and Indicators listed in the IM in the box on this page to design the credentialing programs. Courses and curricula range from a distance education program to a competency-based experience, from a 90-hour course

granting a credential to a two-year degree program. The grantees included a Tribal nation and urban and rural Head Start programs. Seven of the original ten grantees continue to provide either coursework or curricula for in-service training.

These programs currently available are listed in the chart on page 29 and welcome the opportunity to work with you or your program to build skills and to strengthen and empower families and staff. The chart also includes information about the National Head Start Association's Basic Family Services Credential.

Leadership should be born out of the understanding of the needs of those who would be affected by it.

—Marian Anderson

Audiences/Methods

Name of the Organization	Contact Information	Name of Course/ Curriculum	Brief Description
University of Wyoming P.O. Box 4298 Laramie, WY 82071	Terri Longhurst lghurst@uwyo.edu (307) 766-2452	Family Life Education	A distance education program designed for family workers. The 11-module program can be completed in 1 - 1 ½ years. The program promotes students' developmental progress using the Three Rings of Knowledge framework.
Tennessee State University 330 10th Avenue North Suite J, Box 141 Nashville, TN 37203	Chuck Smith (503) 725-5917 smithch@pdx.edu Mary Simmons (615) 277-1675 simmons@coe.tsuniv.edu	Social Services Competency Based Training Program http://www.ceed.pdx.edu/ectc_sscbt/	This is the oldest and most rigorous training program specifically designed for Head Start social services staff and other community based social service workers. This one-year program includes 15 days of course instruction (in 3 one-week blocks throughout the year), creation of a professional development portfolio, direct field advisement (like the original Child Development Associate model), and an oral review board process.
College of Menominee Nation P.O. Box 1179 Keshena, WI 54135	Gary Besaw (715) 799-5600 x3017	Family Service Worker Degree Program	The Family Service Degree program is designed as a 2-year program. Curriculum goals: to prepare family workers to understand and assist families in developing their own problem-solving abilities and achieve long lasting self-reliance, building on the strengths and resources of families and communities
Cooperative Education Services Agency (CESA) 625 East Slier Street P.O. Box 564 Portage, WI 53901	Ruth Chvojicek chvojicekr@cesa5.k12.wi.us (608) 742-8814 x245 (800) 862-3725	The Family Service Credential www.portageproject.org/fs	The Family Service Credential is a comprehensive, competency based training experience, designed to support direct service staff in their work with children and families. The content is structured in four modules and designed to support staff in the refinement of skills and strategies to incorporate the core values of being family centered, relationship focused, strengths based, ecological and reflective.
Edmonds Community College 20000 68th Avenue West Lynwood, WA 98036	Judy LeBlanc jleblanc@edcc.edu (425) 640-1665	Family Support Studies http://fled.edcc.edu/	Classes for Head Start staff are offered on line as well as on campus or a combination of the two. Coursework provides education and training to students currently working or desiring to use family support practice and principles. The program is designed for students entering the job market for the first time, changing careers, or seeking to strengthen their professional skills in work with families.
James Bowman Associates 614 Grand Avenue, Suite 400 Oakland, CA 94610	Malia Ramler (510) 625-9303 mramler@jba-cht.com	Essential Skills for Family Support www.jamesbowmanassociates.com	The curriculum has great value for in service training. The target audience is pre BA and AA staffs who want to strengthen their skills as they continue to work with families. The curriculum was developed from a compilation of resources, strategies and techniques.
Cornell University 241 Strawberry Hill circle, Unit 2 Ithaca, NY 14850	Georgia Howe (607) 272-1552 ghh2@cornell.edu	Empowerment Skills for Family Workers http://www.human.cornell.edu/HD/FDC/	Cornell's Family Development Credential (FDC) system collaborates with state and local agencies to teach agency workers how to coach families to set and reach their own goals for healthy self-reliance. Home visitors, case managers, family resource center workers, community health workers, and teacher aides take 90 hours of classes based on Empowerment Skills for Family Workers (Forest 2003), complete a portfolio documenting their ability to apply these concepts and skills, and pass a standardized exam.
National Head Start Association 1651 Prince Street Alexandria, VA 22314	Carleen Wallington Kinlock cwallington@nhsa.org (703) 299-7513 (703) 739-0875	Basic Family Services Credential http://www.nhsa.org/training/academy/distance_learning_fa.htm	The Basic Family Services Credential is designed for Family Services providers to demonstrate their skills in 12 competency areas, including partnering with families, implementing the family goal-setting process, developing parent involvement in child development and program governance, and providing family support in all service delivery areas. Each competency area corresponds with the Head Start Program Performance Standards.



DIRECTORS' INSTITUTE CONTINUED LEARNING

The Directors' Institutes offer continued learning using technology **by Muriel Richardson**

“Since Head Start and Early Head Start programs face many challenges, they need the best trained and most capable staff available. Establishing learning environments that support continuous improvement and expand the collective knowledge of members is a great way to offer professional development,” explains Muriel Richardson, Management and Program Specialist at the Office of Head Start.

The Innovative Directors' Institute Continued Learning (DICL) Series

Feedback received from participants at the Directors' Institutes over the years indicated they were interested in continuing to share their knowledge. Program Executive Directors and Directors wanted to:

- Bring their own real-world experiences to colleagues
- Hold in-depth discussions
- Resolve problems

In 2004, a feature was added to the Institute follow-up to respond to this interest and to broaden and sustain learning—Directors' Institute Continued Learning (DICL). This series of events uses technology to enable geographically dispersed Head Start and Early Head Start programs to exchange information and share experiences and builds on the momentum of the Institutes. DICL has expanded and improved since its inception.

The 2005 Directors' Institute offered new approaches to support learning and professional development:

- Expanded time for synthesis groups
- A planner for Directors based on the *Head Start Program Performance Standards*
- A CD-ROM including materials prepared by speakers

Once participants returned home, they received a notification of the Institute's official Web site and were invited to register for the Institute listserv. Using the Web site, participants could take advantage of major new innovations by

- Viewing video segments

- Downloading workshop handouts
- Locating marketplace vendors
- Accessing new resources

The Directors' Institute listserv or discussion forum is a direct communications channel. It alerts subscribers to scheduled teleconferences, video conferences, and Webinars that build on the Institute topics. Participant interactions have been promising and the listserv now functions as a discussion space for exchanging ideas, asking questions, and sharing resources.



Photo by S. Crecelius.

Participants have continued their learning long after they walked out the Institute doors using a structured online process that supports sustained collaboration and information sharing.

Online Community Strategies

Motivation and relevance have been key elements to building a sustained learning environment to follow the Institute. Success has required scheduling and facilitating useful post-Institute events that engage participants in relevant and timely discussions likely to impact their programs. For example, the DICL hosted three well-attended teleconferences on the annual Program Information Report (PIR). Each event offered professional guidance and an opportunity for participants to discuss and reflect. These timely events also helped focus attention on who is responsible for pulling



Photo by S. Crecelius.

Directors' Institute Continued Learning succeeded in building an online community.

together the report data. At the conclusion of the PIR series, participants were invited to continue discussions with colleagues online by posting to the listserv.

DICL succeeded in building an online community on a second topic of interest to participants—management skills training. The DICL series posed discussion questions to the listserv community: How do they

- Motivate staff?
- Handle conflict resolution?
- Delegate responsibilities?

The result was an exchange of practical recommendations and noteworthy resources that added value to peer-to-peer discussions and extended learning. This interaction also supported the online community by identifying shared interests and soliciting personal experiences.

Benefits

The DICL model leverages technology to advance training beyond a one-time learning event. The model is effective because it reinforces the knowledge acquired during an Institute, offers encouragement as the knowledge is applied in real-world settings, and supports interactive exchanges as learners share experiences and insights.

A structured continued learning process is a powerful training solution that adds extraordinary value to a learning experience. It builds competence through community and creates sustainable learning. ■

WEB RESOURCE

2005 Directors' Institute Web site:
<http://www.hsnrc.org/DirInst2005/>

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Evolution of the Directors' Institute (DI) Learning Community

Traditional Offerings

Plenary Sessions
 Workshops
 Synthesis Groups
 Print Material



Continued Learning

Official Website
 Webinars
 Online Discussion Forums
 Online Resources

Outcomes

◆Networking ◆Peer Collaboration ◆Traditional and Self-Directed Education

*The DI Learning Community has expanded from the traditional learning environment to the online continuous learning model available today and delivered to your desktop. Through its evolution, colleagues can now use technology to collaborate across regions on projects, share working files, and access resources.



BY JUANITA COPLEY

FOCUSED PROFESSIONAL DEVELOPMENT FOR TEACHERS OF MATHEMATICS

In my quest to find a model for professional development that would meet teacher concerns and best impact student learning in mathematics, I have formed several guiding principles.

Models of Professional Development

Four particular models have produced some excellent results. Each model has specific strengths and some cautions that need to be addressed before the model is implemented.

Study Groups

Groups of teachers meet to discuss texts or modeled lessons, view videotapes of classroom events, or analyze children's work products. A facilitator guides the discussions; however, participants generally set their own goals for the next session.

- Strengths—Contextualized in classroom settings, this model can be an excellent combination of the teacher's voice and expertise. If well facilitated, a study group allows teachers to interact with and learn from each other in a true learning community.

Modeled Lessons

Mathematics lessons are modeled by a facilitator, classroom teacher, or a peer. Often these lessons are videotaped for later review in a study group.

- Strengths—Lessons modeled in real classrooms provide authenticity to any innovation. The familiar excuse, "It won't work in MY class!" is best addressed with this model.

"Trainer of Trainers" Workshop Model

This is a model that trains teachers to be teacher leaders. This model requires that teachers learn new content and/or teaching strategies and present them at a workshop or institute for other teachers.

- Strengths—In well-designed workshops, teachers have the opportunity to both learn mathematics as

LEARNERS and as TEACHERS. Because they experience both roles, they truly become members of the "learning community" and learn with the primary purpose of teaching others.

Collaboration Between Novices and Experts

These are practices that facilitate the collaboration between beginning and experienced teachers or preservice and in-service teachers. In the best scenarios, the teachers work together in a coaching relationship, both teaching and observing children as they learn mathematics.

- Strengths—Both novices and experts learn with this model when teachers volunteer to be part of this collaboration. The excitement of new ideas and the blending with well established methods can result in real learning for both teachers and students.

I am a strong advocate for what I call "focused professional development." Each of the sites I work with is unique; every group of teachers requires a different blend of models or a particular focus for professional development. In some cases, the collaboration between novices and experts is widely accepted and if study groups and lesson modeling are included, powerful professional development occurs. In other cases, the "trainer of trainers" workshop model produces a strong cadre of mathematics teachers who in turn work in collaboration with other teachers in study groups or modeling lessons. In still other cases, teachers need to be introduced to new mathematics ideas or innovations slowly and observe many teaching models before they are ready to come together as a community of learners, collaborate with novices, or participate in study groups. The principle that there is not one perfect model is essential to this idea of "focused professional development."

Important, as well, are the principles of focused debriefing in a learning community. Please note that in each of the models presented, debriefing in some type of learning community is a critical component. The teachers involved in

Continued on page 57

MY PERSONAL JOURNEY

This author applauds distance education and Head Start program support for staff **by JoAn Knight Herren**

At the time I got an AA Degree in education from a small Catholic junior college in Iowa, I could teach elementary school...and I did. But not for long—I got married and had four children. It wasn't until my husband decided to go to school that we moved to Iowa City and connected with the University of Iowa. That move changed our lives and goals.

First, I worked full time putting my husband through school. I didn't want to go back to public school teaching so I opened a nursery school/day care center to keep my children with me during the work day. We operated from 7:00 a.m. to 7:00 p.m.

Though I had some experience running a nursery school, I found I had many questions about appropriate activities for young children, training for staff, and interactions with parents. I began taking one course a semester at the Institute for Child Behavior at the University of Iowa. I studied while the children were napping. By the time my husband got his Bachelor's I was about ready to get mine. He went on to get a Master's and I continued carrying one course a semester toward my Master's Degree.

As I think back, I wonder how we did it! I became a Head Start Education Coordinator and then the Head Start director in a town 40 miles away from home. I continued to carry at least one course per semester—sometimes two.

I finished my MA one August and began a new job at Iowa State University in September. Although difficult, my family and I have all benefited because I pursued and completed that degree.

Now I have become familiar with distance education and how Head Start staff can benefit from this educational experience. When I hear that people can take coursework online and participate actively in an online cohort, and when I learn that some students form groups at work and take courses together, I'm in awe!

I enjoy imagining what a gift it is to join an online class, not having to leave your children to attend, or to

juggle the lives of every family member to get to a library. It warms my heart when I see Head Start programs across the country offering Head Start staff members support in a myriad of ways—tuition assistance, child care, paying for books, providing transportation, allowing time off for study, providing mentors, and helping students who are coping with challenges.

Many programs buy additional computers, laptops, hardware and software and create a safe haven for student staff members interested in distance education. I happily imagine that students with this level of assistance can learn without



JoAn Knight Herren, Chief of the Training and Technical Assistance Branch.

Photo courtesy of HSNIRC Photo Archives.

the fear of jeopardizing their families' routines or the risk of health problems due to stress.

I believe that everyone in our field wants to know how to get better and better at doing this work—the most important work in the world! And I know that having the opportunity to learn and grow academically with others who are striving to reach this goal is priceless. ■

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HOW ELDERS SHAPE THEIR LEGACY

Live a life of purpose and gain wisdom to pass to the next generation **by Ruth Ann Ball & Cheryl Foster**

Transition is an ending to what was familiar and movement into a neutral zone where we go through a process of repatterning our lives and repositioning ourselves for what is to become a new beginning (Bridges 2001). Have you reflected on when you knew a change needed to occur? What occurred at each transition to a new life stage?

One way to continue to discover and grow with purpose is to seek out sources of wisdom. Wisdom is gained from people (your mentors) or readings. Leider and Shapiro (2004) remind us to live our life with purpose. “When we claim our place at the fire, we enter into the circle of vital elders who have been the source of wisdom in society since time immemorial. We do this by courageously reexamining and rediscovering who we are, where we belong, what we care about and what our life’s purpose is.”

The field of early care and education always has honored elders. As two who are becoming elders in this field, we are considering our legacy and how to continue making a difference. We are eager to share wisdom learned from our personal and professional experiences and anxious to mentor a new generation of leaders and to encourage lifelong learning.

At a recent conference presentation, early childhood professionals of all ages expressed an interest in “soaking up the collective wisdom” and gaining perspective related to life changes. The term “melder” emerged as a description for those who have reached the place in life where they want to mentor and give back, yet continue growing and learning themselves.

As melder in the field of early childhood for many years, our “bags of wisdom” have come by observing others who are older and wiser, both men and women, reading challenging books, and listening and reflecting on the words we have heard and how those words pertain to us. We have been willing to take risks and have addressed our own fears—

heights, water, new situations such as returning to school as an older adult, traveling to another country, physical activity—and have learned and gained confidence, which made us better equipped to mentor those younger than ourselves.

Learning with a mind open to new ways of teaching, supervising and relating to individuals around us who come from different cultures or parts of our state or country has helped us to become positively engaged individuals with heart. We have observed that others are drawn to positive and engaging people and to their energy, excitement and productivity.

To add to your toolbox of personal knowledge, consider asking the following questions:

- What am I doing to build my “bags of wisdom?”
- What legacy will I leave for future generations?
- What are my obligations/responsibilities towards other generations?
- What types of activities do I engage in that would indicate that I have chosen a life of purpose and wholeness? ■

RESOURCES

Bridges, W. 2001. *The way of transition: embracing life’s most difficult moments*. Cambridge, MA: Perseus Publishing.

Leider, R. J. & D. A. Shapiro. 2004. *Claiming your place at the fire: Living the second half of your life on purpose*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

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BY JOANNE KNAPP-PHILO

MAKE TRAINING PLANS SUCCESSFUL INCORPORATE FOLLOW-UP, SUPPORT, AND PRACTICE!

Sara goes to a great training and gathers lots of really good ideas that she wants to use immediately! She is excited because one idea directly addresses something she has been struggling with for a while. This approach seems perfect! On Monday morning, Sara starts using the new approach. She does it exactly the way it was discussed during training. All goes well for the next couple of days. Then she hits a glitch. They did not discuss this problem in training! Sara tries another way. That doesn't work either. She KNOWS that the trainer would have the answer if only she had her e-mail address and the nerve to contact her and ask her a question. Instead, she tries a few more times, continues to struggle, wishes someone else had gone to the training with her, and then goes back to her old way of doing it. At least it's familiar!

It is widely recognized that we adults learn best when we are able to apply what we are learning in the context in which we will use the new information (Wlodkowski, 2003). In order to be an excellent teacher, supervisor, or administrator, one needs to develop a great many skills, each of which develops over time, after a great deal of practice and ongoing feedback and support from others. Chess is a complicated game but it only has 50,000 possible moves—far fewer possibilities than can occur in a single minute in any

classroom, staff meeting, or home visit! Yet master chess players invest between 50,000 – 100,000 hours of practice with feedback in order to become expert in the 50,000 chess patterns (Chase & Simon, 1973; Simon & Chase, 1972). Like chess players, early childhood educators need a mindset and intentional system that assure follow-up and ongoing skill building.

Teachers need to practice new teaching techniques in the classroom and modify their approach in response to children's responses, as well as feedback from colleagues, mentors, or supervisors who can see exactly what the teacher is doing rather than what s/he is trying to do. Supervisors and administrators need ongoing feedback about new supervision approaches and techniques to assure that what they are intending is as effective as it can be. Sara met challenges she did not learn about during her initial training and she needed ongoing input and support in order to incorporate the new ideas into her work.

Fountas et al. (2000) found that teachers need concrete, practical suggestions from change agents in order to make changes. Moffet (2000) clearly showed that innovations were successful only when practitioners received adequate, high-quality assistance when they went back into their classrooms. Indeed, the amount and

quality of the follow-up support determined whether an innovation flourished or died after the training was complete. Both SpecialQuest and StoryQUEST found that programs who participated actively in follow-up made substantially more progress than did teams that did not embrace follow-up (Knapp-Philo, 2002; StoryQUEST Final Report, 2004).

Once we accept that new learning needs to be connected to a process of ongoing learning and follow-up, we must then think and plan differently. Training becomes the first step toward incorporating new strategies and techniques into the work. But, three more steps remain. The work of learning to master a new skill is just beginning. The second step is practicing and receiving feedback and support to develop new skills. This is where Sara got lost—she had no follow-up and no way to get feedback or to have her questions answered. The third step involves ongoing thinking and planning about how to continue to improve and refine the new skill. Finally, the fourth step moves to creating new ways to use the strategy or technique. The hallmark of mastering a skill is being able to use it in innovative and unique ways. *This is the goal of professional development—to support staff to become highly accomplished and skilled, which takes time, practice, follow-up and feedback, and ongoing effort.*



MAKE TRAINING PLANS SUCCESSFUL

The responsibility for this ongoing learning process is shared by learners and their leaders. Training plans always incorporate follow-up. All learners have a mindset that expects to work on skill development after every training and learning opportunity. Leaders develop a culture of continuous improvement that expects that staff at all levels need and will receive on-going follow-up and support for all new practices and innovations. Systems and budgets support follow-up. The following Japanese proverb is a mantra for organizational learning:

One thousand days to learn; ten thousand days to refine. ■

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- Knapp-Philo, J. 2002. An exploration of training and change in practice in infant/toddler programs. Unpublished dissertation, University of Connecticut.
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Klopfer. *Information processing in children*. Alexandria, VA: Association for Supervision and Curriculum Development. U.S. Department of Education. *StoryQUEST Final Report*. 2004. Washington, D.C..

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THE NATIONAL HEAD START FELLOWSHIP PROGRAM

- Do you have a desire to advance your professional life but are not quite sure how?
- Have you reached a plateau professionally and are not sure how to overcome it?
- Are you yearning to move outside the box but don't know what's beyond it?

A year in Washington, DC, as a National Head Start Fellow may be an option for you. One of the best opportunities in early childhood education is the National Head Start Fellowship program. This program helps to bring a local perspective to the national office and develops the leadership skills of seasoned and emerging leaders from the field.

For the past 10 years, between 8 and 10 early childhood education and human services professionals from around the country have lived in the Washington area as Fellows while working at the Office of Head Start. While in Washington, they serve as full-time paid special assistants to senior managers at the Office of Head Start by writing position papers,

reviewing research findings and proposed legislation, chairing meetings, assisting with policy analysis and participating in policy making discussions.

Professional development is a component of the Fellowship. Fellows study leadership under the guidance of Head Start senior managers and are mentored by professionals in the field. They also visit government and non-government agencies to gain an understanding of policy and advocacy at the national level. Many Head Start Fellows return to their communities with their new skills and knowledge to enhance quality services for children and families.

To gain perspective on this program and its possible value in your personal and professional life, access <http://eclkc.ohs.acf.hhs.gov/hslc> and click on 2007-2008 National Head Start Fellowships (PDF) under the topic Professional Development. For more information, contact JoAn Knight Herren, Chief, Training and Technical Assistance Branch, joan.herren@acf.hhs.gov.

SELF-ASSESSMENT FOR DISTANCE LEARNING

As each Head Start program has developed its own system to promote and support professional development activities, Head Start is uniquely poised to develop creative solutions to address the individualized needs of adult learners. This self-assessment will help you decide if you are a good candidate for an online course or distance learning directed to a degree. We encourage you to try distance learning as a delivery method for professional development, but want you to be aware that online learning offers both unique opportunities and challenges.

Questions 1 - 4 have been identified as critical skill areas for successful participation in online courses. If you answered yes to all of these questions, you are ready to continue to questions 5 - 17. If you had a “no” response to any of the first 4 questions, you will want to discuss this further with an expert or advisor.

1. I find the idea of taking a class online exciting Yes No
2. I am able to work independently Yes No
3. I am self-disciplined and can stick to my study plan. Yes No
4. I am willing to acquire the skills necessary to take an online course. Yes No

Now read question 5-17 and respond with “yes” or “no”. Keep track of your “yes” or “no” responses. If you find your concerns outweigh your motivation to try distance learning, you can read suggestions to help you prepare for this experience. Go to http://www.eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Choosing%20a%20Higher%20Education%20Program/prodev_caf_00048_061606.html

5. I can set aside time to regularly participate in class each week. Yes No
6. Having the freedom to choose, day-to-day, when I attend class and when I study, suits the way I like to work. Yes No
7. Going to class in my pajamas sounds like fun! Yes No
8. Direct, personal feedback from my instructor is something I value and benefit from. Yes No
9. After a face-to-face discussion, I think of just the thing I could have contributed, but by then it is too late. Yes No
10. Having classmates from all over the country and around the world is a wonderful educational opportunity. Yes No
11. I am comfortable building relationships and networking online. Yes No
12. I learn well by sharing my knowledge, thoughts, and experiences with others. Yes No
13. I learn well when others share their knowledge, thoughts, and experiences with me. Yes No
14. I learn well through reading. Yes No
15. I can effectively communicate my ideas in writing. Yes No
16. I find that when I write, I can take the time to organize my thoughts better than when I talk. Yes No
17. My typing skills are adequate to work online. Yes No

The information in this document is from <http://www.elearnersadvisor.com> and <http://www.onlinelearning.net/>
Additional student self-assessment tools can be found at these sites:

Illinois Online Network

<http://www.ion.illinois.edu/IONresources/onlinelearning/selfeval.asp>

Are Online Courses for Me?

North Iowa Area Community College

<http://www.niacc.edu/progserv/distance/onlinesurvey1.html>



AUTO EVALUACIÓN PARA EDUCACIÓN A DISTANCIA

Así como cada programa de Head Start ha desarrollado su propio sistema para promover y apoyar actividades para el desarrollo personal, Head Start esta únicamente enfocado en desarrollar soluciones creativas para suplir las necesidades individuales de los estudiantes adultos. Esta auto-evaluación lo ayudara a decidir si es usted o no, un buen candidato para tomar un curso en línea o para la educación a distancia a fin de obtener un título. Le exhortamos probar la educación a distancia como una vía de ayuda para el desarrollo profesional, pero queremos que este consciente que el aprendizaje en línea le puede ofrecer grandes oportunidades y retos.

Las preguntas de la 1 a la 4 han sido catalogadas como áreas de destrezas críticas para tener participación exitosa en los cursos en línea. Si contesta si a todas estas preguntas, entonces usted esta listo para continuar con las preguntas de la 5 a la 17. Si tiene “no” como respuesta a cualquiera de las 4 preguntas, usted deberá discutirlo mas adelante con un experto u asesor.

1. Me entusiasma la idea de tomar clases vía Internet Sí No
2. Puedo trabajar independientemente Sí No
3. Soy disciplinado y puedo seguir mi plan de trabajo Sí No
4. Quiero adquirir las destrezas necesarias para tomar un curso por Internet Sí No

Ahora lea las preguntas de la 5-17 y responda “sí” o “no”. Este consciente de sus respuestas. Si se da cuenta de que sus inquietudes pesan más que su motivación por probar la educación a distancia, puede leer sugerencias que le ayudarán a prepararse para esta experiencia. Dirijase a [http://www.eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20 Development/Choosing%20a%20Higher%20Education%20Program/prodev_caf_00048_061606.html](http://www.eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Choosing%20a%20Higher%20Education%20Program/prodev_caf_00048_061606.html) para esta información.

5. Puedo sacar tiempo para participar semanalmente en clase. Sí No
6. EL tener la libertad de elegir día a día cuando asistir a clase y cuando estudiar es la forma que me gusta trabajar. Sí No
7. ¡Suena divertido asistir a clases en pijamas! Sí No
8. Retroalimentación personal directa de mi instructor es algo que valoro y de lo cual me beneficio. Sí No
9. Después de una conversación cara a cara, pienso solo en las cosas que pude haber aportado, pero para entonces ya es demasiado tarde. Sí No
10. El tener compañeros de estudios en todo el país y alrededor del mundo es una oportunidad educativa maravillosa. Sí No
11. Me siento cómodo intercambiando y haciendo relaciones personales en línea. Sí No
12. Aprendo bien compartiendo mis conocimientos, pensamientos y experiencias con otros. Sí No
13. Aprendo bien cuando otros comparten sus conocimientos, forma de pensar y experiencias conmigo. Sí No
14. Aprendo bien a través de la lectura. Sí No
15. Puedo comunicar efectivamente mis ideas escribiendo. Sí No
16. Me he dado cuenta de que cuando escribo puedo organizar mejor mis ideas que cuando hablo. Sí No
17. Tengo las destrezas mecanográficas necesarias para trabajar en línea. Sí No

La información en este documento es de <http://www.elearnersadvisor.com> y <http://www.onlinelearning.net/>
Instrumentos adicionales para auto evaluación, disponibles en estos sitios:

Illinois Online Network: <http://www.ion.illinois.edu/IONresources/onlinelearning/selfeval.asp>

Are Online Courses for Me?

North Iowa Area Community College: <http://www.niacc.edu/progserv/distance/onlineurvey1.html>



DISTANCE EDUCATION CONTRIBUTES TO PROFESSIONAL DEVELOPMENT SUCCESS IN ALASKA

The University of Alaska met challenges and designed a successful system. **by Cindy Harrington, Carol Prentice & Patty Meritt**

“We build and maintain relationships that allow us to secure and share resources to support faculty and students with the services they need to build a distance learning community. One fact is clear—the distance delivery approach to higher education is working for Alaska’s Head Start teachers who live in rural and remote communities throughout this vast state.”—Cindy Harrington, faculty, the University of Alaska Distance ECE/AAS Program

“Combined with best practices of instruction and using the latest information available, we believe the University of Alaska has one of the strongest distance ECE AAS programs in the country.”—Patty Meritt, faculty, the University of Alaska Distance ECE/AAS Program

The Distance ECE/AAS Program is a distinctive design in the University of Alaska system. The University of Alaska Southeast created and implemented the distance learning program as a way to help Alaska Head Start teachers attain their early childhood Associate degrees. (See the photo collage on page 54.)

From 2001 to 2004, funding in the form of two grants from Head Start helped the university provide distance learning, on-site mentoring, and annual gatherings. Classes were taught through distance delivery, including audio, video and computer conferencing. The university organized an effective system to link students with tutors and mentors. One of the Head Start grants funded the Education Opportunity Fund (EOF) to give students time and financial support to attain degrees by providing pay and benefits to Head Start teachers for an extended leave of absence from their programs. Those students committed to taking 12 credits per semester; tuition and books also were covered by the grant.

With the support of the University President and a committed administration at two collaborating campuses, the program has grown. The leadership of the university has met the challenge to design a unified system for two separate

campuses with different policies, courses and degrees. The university jointly manages the current AAS degree program and has plans to implement an expansion to a BA degree to meet Head Start mandates.

Strategies for Success

To support its distance learning students, the university has stressed communication and strong relationships between the students, university staff, grantees, and members of the T/TA system.



Photo courtesy of U. of Alaska Fairbanks.

Eleanor Sam, graduate of the University of Alaska Fairbanks

Examples of how the university embraced these strategies include:

1. Holding annual *Gatherings* in the spring to support discussions about succeeding in college and managing online coursework. Students, faculty, staff, Head Start grantee representatives, elders and other supporters attend for a week of sharing and listening.



DISTANCE EDUCATION CONTRIBUTES

The university presents strategies and communication tools and listens to suggestions for ways to be both supportive and culturally aware.

2. Initiating an *ECE Advisory Committee* which meets annually during the spring *Gathering* to review plans for the upcoming fall semester. Currently, the committee is developing a plan to approach Alaska Native Corporations and organizations for tuition support for Head Start teachers interested in pursuing AAS and BA degrees. Other proposals include working with a Tech Prep Consortium to offer 100 level ECE courses in rural high schools and continuing collaboration on the status of E-rate for Head Start centers. (The E-rate is a reduced cost for phone and Internet access. It enables broader participation in the videoconference network, and has the potential to expand course delivery. See page 46.)
3. Offering students support by assisting with tuition costs, mentoring and tutoring, comprehensive academic advising, and classes to strengthen English skills.
4. Assisting Head Start grantees by loaning computers and phones and providing in-service training to build the skills needed to access and use technology effectively.
5. Helping university staff by holding regular teleconferences and offering access to resources to advance theory and practice in distance education.

Other ECE Developments in Alaska

Broad and cohesive partnerships in Alaska also contribute to the coordinated response to the mandate for professional development for Head Start teachers. In addition to working with the university, Head Start formed partnerships with public schools to provide access for teachers in rural areas to courses via videoconference.

A worthwhile partnership exists between the university and the active advisory council for the Alaska System for

Early Education and Development (SEED). The SEED Council was established in 2001 to develop an infrastructure for early childhood professional development in Alaska. Key leaders from state government and Head Start, resource and referral agencies, university faculty and administrators, tribal childcare organizations and others are collaborating on early childhood education projects. Refer to <http://seed.alaska.edu> for details.

Improvements for Alaska ECE professionals resulting from in-state partnerships include:

- An 8-step career ladder for ECE professionals
- An early childhood registry system to track the professional development of providers
- A Web-based CDA training program to help students in rural areas earn this credential
- An economic impact study on the early childhood workforce sector

Delivering a viable, user-friendly distance delivery system and developing effective and dynamic partnerships are strategies that are working to strengthen and support early childhood educators in Alaska. ■

WEB RESOURCES

<http://distance.uaf.edu/resources/facultyresources.html>

<http://ece-distance.alaska.edu>

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STUDENT VIEWS OF DISTANCE LEARNING

Why Students Choose Online

Getting started and pursuing a college education can seem like a daunting task, particularly if your job, location, time, and home responsibilities make attending a classroom challenging. However, when you take a step beyond the traditional classroom environment and consider online or distance education, the possibilities expand dramatically.

When several students who chose the online path to professional development shared their insights and experiences, they dispelled a few myths about distance learning. As you read their views, your ideas about trying distance learning may change, too.

We asked *Gwen Ridley Robertson*, a family child care provider, why she chose online and her answer was simple, “I’m in my home all day and work from 6 a.m. to 6 p.m. and online is so convenient. If I tried to get to class, by the time I drove and found a place to park, I would always be late.”

Other students had different reasons for choosing distance learning. As a military spouse, Donna Britt travels with her husband and was not able to complete a degree at any one location. Jean Wright and Kathy Rogers both work full-time and have families, one with high school age children and one with small children. Jean also lives in a rural location.

The Student Experience

These four women pursued degrees ranging from an A.A. in Early Childhood Education to a doctorate in Education. Expectations about what the courses would be like varied.

Gwen, who took courses at the University of Cincinnati and received her A.A., is now starting a B.A. degree. She did not expect the level of involvement she found. “I expected only e-mail communication, but the teachers helped me network beyond my own course with others and instructors were available to talk by phone. If I left a message on the discussion boards, I had a response in two days.”

Donna Britt, who received her Ed.D in Management of Programs in Child and Youth Services from Nova Southeastern University in Ft. Lauderdale, FL (www.nova.edu) said what she discovered exceeded her expect-

tations. “I realized that I can develop strong relationships with my fellow students without seeing them,” she said. “Online courses opened up a whole new world of learning.”

Jean Wright, who is pursuing a degree in Early Childhood Education at the University of Cincinnati, expected to be self-directed and to stay on schedule. She was pleasantly surprised that her expectations were easy to meet. *Kathy Rogers*, who also is earning her degree in Early Childhood Education, said the video lectures that were part of her class enhanced the readings. “While watching the videos, I felt like I was a live participant in the class,” she said, “because the readings and assignments fit together perfectly on the video.”

Learning new computer skills was part of each student’s experience. Kathy learned how to send assignments and attach pictures. Jean had to become familiar with word processing software and spreadsheets and how to download and upload assignments to the Web site. “I learned to adapt to the way each professor distributed materials and returned papers just like a student in a face-to-face class does,” she said. In addition to learning new computer skills, Donna also became a more focused writer. “I had to be precise when I wrote, she said “because there are no visual clues or opportunities to clarify ideas through speech.”

Time management became a family activity in Gwen's house.

“Sometimes I did my homework with my children after supper,” she said. This practice validated what she told them about their need to develop good study habits. “I have to study and so do you is the message,” she continued, “and my children saw the pay-off when I received my degree.”



STUDENT VIEWS OF DISTANCE LEARNING

Challenges Faced By Students

There were two primary challenges faced by these students:

- Time management—Kathy remarked, “It is important to stick to your plan and not good to fall behind. The professors give you a realistic timeline and the class Web sites have all the assignments and discussion topics listed.”
- Participating in the student teaching process online differed from traditional classrooms—Jean said: “My mentor, who also worked in my agency, videotaped me in the classroom doing a specific activity. I sent the videotape to my professor who posted it on the Web site. Then I watched it with my mentor and professor and they offered feedback.”

Insights

Students reflected about their distance learning experience. They realized that they have learned that:

- They have the ability to succeed in an online environment.
- Some people are independent learners—“In a traditional classroom, I probably would have been quiet and participated less in the discussion. But online there is no pressure to be called on, or worry that you will not be heard. I can participate in a different way—there is no time limit and I have access to the discussion all the time.” (Gwen)
- They have gained confidence in the teaching methods they practice with young children and in the

developmental purpose of those methods—I gained confidence in the way I’d been doing things. I always re-read stories to my own children and to my students, but I didn’t know why. Now I know there is a developmental purpose behind the repetition. I understand that this is good practice and can articulate the principles behind it.” (Jean)

Advice for Potential Students

All the students agreed that distance learning was an enriching experience. They recommended:

- Trying an online course to see if you like it. Take a moment and review the self-assessment for online learning printed on page 37-38. This is one tool to help you decide if you want to try a course or earn a degree online.
- Asking for help with technology. The staff at school and people in technical support will be available to offer help with the online system.
- Being disciplined and carrying out assignments.
- Budgeting your time and asking your family to respect your time.

There are an ever-growing number of students nationwide who are taking online courses and reporting that the experience has enabled them to learn and also taught them something even more valuable—a better understanding about their own ability to succeed in the changing educational arena of higher education. ■

Facts about Teacher Professional Development

Early Childhood Professionals are in agreement that higher levels of education in early childhood development can improve outcomes for preschool children. From *Neurons to Neighborhoods*, a study of early childhood development by the National Research Council and the Institute of Medicine, finds that “both formal education levels and recent, specialized training in child development are associated with high-quality interactions and children’s development in center-based, family day care and even in home sitter arrangements.”

For more information, read *The Early Childhood Challenge: Preparing High-Quality Teachers for a Changing Society* (June 2004). This White Paper from the American Association of Colleges for Teacher Education outlines recommendations made by a focus council for constituents of the early childhood education (ECE) field. This resource is available on the Web at http://www.aacte.org/News/Press_Room/ECEpaper.pdf.

BY CHIP DONOHUE

AN eTEACHER'S PERSPECTIVE ON ONLINE LEARNING

Teachers who take steps into eTeaching can use all they have learned about their teaching style, early childhood education, effective adult learning, and the learning styles and needs of students. Through eTeaching, they also can create another effective way for early childhood professionals to access education and professional development.

Technology is available to serve the goals of the adult educator, not the other way around.

Online Learning and Early Childhood Professionals

Technology is one tool for teacher education and professional development—but not the only tool. It is not meant to replace the traditional face-to-face classroom. The goals for both methods of instruction are the same—to improve teacher knowledge and performance in the classroom and to enhance child outcomes and family support. Online training makes education and training more accessible to early childhood professionals. It is:

- Another way of getting courses to students
- A convenient way for working professionals to continue their education
- An *anytime and anywhere* learning environment that never closes
- A way to give a “voice” to some students who may not speak up in class but might online

- An effective way to enable exchanging ideas and information between learners
- A powerful way to create a dynamic community of learners



Photo by S. Creelitus.

What is an eTeacher?

The job of an eTeacher is to use enabling technology and effective distance learning methods to remove the barriers and build on the strengths of eLearning. The teacher must be:

- Intentional in choices and
- Always keep the early childhood adult learner and content at the center of the process to design, develop and deliver eLearning.

Many online instructors comment on the importance of serving as a tour guide and being an active participant in the online learning community themselves. ETeachers plan and prepare the environment and then invite the students to join online. They can point out interesting places and things along the way while keeping key concepts and course materials in view.

A well-organized and well-managed online classroom is both an empowering place to learn, and a place to contribute to the online community. Online learners often report that they felt they had *more one-on-one attention from their instructor than in face-to-face courses*. There are some similarities and some differences between eTeaching and classroom teaching.

ETeachers can:

- Participate in the discussions and learn alongside students as they share their knowledge, skills and experience.
- Have a chance to really “listen” to each student and to get to know their voice. ETeachers may have more of an opportunity to “listen” since the online environment can promote communication.
- Spend time in a managerial role keeping everyone and everything on track and working well. This is a crucial role for all teachers, particularly those online.

Creating Community

When asked, early childhood professionals express a strong preference for face-to-face training and courses. They like to get together with others and share ideas, and they tend to be skeptical and cautious about technology as an appropriate means of delivering training about the art and science of teaching young children. They wonder



AN eTEACHER'S PERSPECTIVE

if it is possible to learn how to hug and hold a baby online, and they raise serious concerns about being isolated from the instructor and other students.

The key to success in an online course for early childhood professionals is to create a sense of community that encourages active participation, meaningful contributions, and an open exchange of ideas and resources in a safe and friendly environment. It is important for the eTeacher to be intentional about community-building goals and explicit about efforts to create connections. Some strategies for building community include:

- Using an online “Ice Breaker” to help the students get to know one another,
- Building a personal relationship with each student through responses to assignments and journals,
- Providing a variety of opportunities for interaction—instructor-student and student-student,
- Creating opportunities for students to exchange information and ideas, and exchange resources,
- Monitoring the discussions and managing the tone of the conversation,
- Modeling effective discussion skills and good “netiquette,”
- Identifying the link between students’ comments, ideas, roles, responsibilities, backgrounds, and programs,

- Emphasizing collaborative learning—discussion forums, chat rooms, student hosted guided tours, resource sharing, group projects, case studies, and individual and group work posted for review and discussion, and
- Offering expert hosted discussions—to bring the world of early care and education to the students.

Keeping Online Courses Simple

If the eLearning students are like many other early childhood students, they will be low tech/high touch, and they will begin the online course with minimal technology experience and skills. They may also be new to going online, navigating through a Web site, using e-mail, adding attachments, and participating in online discussions—all essential skills for eLearners that they will have to gain while learning online. So, teachers can keep it simple by providing:

- Easy access to the course Web site,
- Consistent navigation options throughout the course—hard to get lost but easy to get “home,”
- One click access to “help” from anywhere in the course,
- Straightforward and intuitive ways to find and use course materials, readings and resources,
- Easy to use tools like e-mail, the drop box, the grade book, and discussion forums,
- Slow and progressive introduc-

tion to the tools and areas of the course—new online learners get overwhelmed by all the choices, unfamiliar words, new tools and required skills just to participate, much less to learn the course content, and

- Opportunities to gain lasting technology skills while learning course content.

Hands Up Online—Is Help Available?

Everyone will need help at first—ongoing help and support is critical to the success of an eTeacher and to the quality and effectiveness of the online experience for the eLearners. Online learning can be an empowering experience if the students feel supported and have easy access to assistance. Teachers should make it easy to get help:

- Make sure help is never more than “one click” away when students are online.
- Ensure the help they can get is actually helpful. An adult learner with minimal technology skills may have little success in understanding the recommendations of the computer expert at the campus Help Desk.
- Develop some simple help tools and resources.
- Model that it is OK for students and teachers to ask for help.
- Check in with the class and with

individual students regularly and ask if they need help—it isn't always easy to “see” that raised hand online.

- Encourage students to share “solutions” they’ve gotten from the Help Desk or figured out on their own.
- Link new online learners with experienced students who are often the most helpful and supportive since they’ve “been there, done that.”

ETeachers can open the door to effective online learning. By offering support, community, new experiences, and early childhood education in this new realm, they can create a new world of possibilities for early childhood professionals. ■

RESOURCES

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SELECTED WEB SITES ON ETEACHING

eCommunity and eTeachers info: <http://www.ecelearn.com>.

E-tivities resources: <http://www.atimod.com/e-tivities/intro.shtml>.

Illinois Online Network, University of Illinois: <http://www.ion.illinois.edu>.

What Makes a Successful Online Facilitator: <http://www.ion.illinois.edu/IONresources/onlineLearning/instructorProfile.html>.

Learning Styles and the Online Environment <http://www.ion.illinois.edu/IONresources/instructionalDesign/learningstyles.html>.

Instructional Strategies for Online Courses: <http://www.ion.illinois.edu/IONresources/instructionalDesign/instructionalstrategies.html>.

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WHAT IS E-RATE AND HOW DOES IT REDUCE HEAD START COSTS?

Head Start programs in some states may be eligible for reduced-priced telecommunication and Internet access through the Schools and Libraries Program of the Universal Service fund, commonly known as the E-Rate. The E-Rate could result in substantial savings for Head Start programs that qualify. The fund is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC).

The Office of Head Start (OHS) is working to support access to high speed cable Internet connectivity --the conduit or pipeline for communications using telecommunications services and/or the Internet. Connectivity will improve elec-

tronic access to the Early Childhood Learning and Knowledge Center (ECLKC) and to distance learning opportunities that enable Head Start programs to meet the education requirements outlined in the Head Start Act.

The E-Rate supports connectivity. Applicants can apply to receive E-Rate discounts for four categories of service: telecommunications services (local, long distance, wireless and voice mail); Internet access (dial-up and broadband); internal connections; and basic maintenance of internal connections.

According to the USAC Web site (<http://www.usac.org/sl/>), the percentage of discount depends on the level of poverty and the urban/rural status of the population served. The discount

ranges from 20 percent to 90 percent of the costs of eligible services. Most Head Start programs will be eligible for higher discounts.

OHS staff members and staff from the FCC and USAC have discussed how to facilitate the application process for Head Start grantees. An Office of Head Start consultant will develop a tool kit to help Head Start programs apply for the E-Rate discount. The tool kit will be on the Early Childhood Learning and Knowledge Center (ECLKC): <http://eclkc.ohs.acf.hhs.gov/hslc>.

This link will take you to an up-to-date list of eligible states: <http://www.universalservice.org/sl/applicants/step01/non-traditional-k-12/k-12-eligibility-table.aspx> ■

FACTS ABOUT ONLINE ENROLLMENT

The greatest percent of increase in higher-education enrollment in the U. S. is online enrollment, which is skyrocketing.

According to a recent article in the *Wall Street Journal*, public universities are leading the way and online enrollment figures from three public universities show a continuing upward trend. (Golden, Daniel, "Degrees @ StateU.edu," *The Wall Street Journal Online*, May 9, 2006.)

- The University of Massachusetts—Online enrollment has quadrupled to 9,200 students since 2001. Most students are working adults between the ages of 25 and 50 and 30% are from out of state, compared with 20% of on-campus students.
- Pennsylvania State University—According to Gary Miller, associate vice president for outreach, "Public universities are moving into the online environment extremely

rapidly. The 5,691 students taking online courses represent an 18% increase from the prior fiscal year."

- The University of Illinois' Springfield campus—This campus mainly serves transfer students from community colleges, and online enrollment is up 30% from a year ago.

Interest in online learning is fueled not only by its convenience, but also by newly available federal student tuition aid for online learning. In March 2006, a U.S. Congressional budget bill opened a new frontier in education. Colleges are no longer required to deliver at least half of their courses on campus to qualify for federal student aid. This will boost enrollment. In fact, according to Boston-based market research firm Eduventures, by early 2008, one out of 10 college students will be enrolled in an online degree program.

OFFERING HEAD START STUDENTS EFFECTIVE SUPPORT

Support systems are critical to student success.

by **Lisa Holstrom**

Because of the online program, I am now closing in on a bachelor's degree, after graduating with my associate's degree online a few years ago. Previously, my duties at my work place and at home had prevented me from pursuing a degree at all. Through distance learning, I am able to balance every aspect of my life without feeling guilty of being away from home. The university's support from my first course in 2000 to graduation to making the decision to continue in a bachelor's program, has helped me to succeed in ways I never thought possible.

—Angie, an online program student

To be as successful as Angie, students need a strong support system from initial inquiry about degrees to the celebratory graduation day. Many Head Start staff and parents pursuing college degrees have risk factors that can raise the likelihood of dropping out of school because of the challenges they face juggling family, work, and college.

Looking For a Program

Good student support begins the moment a prospective student inquires about a program. A comprehensive Web site will include:

- Details about accreditations
- Tuition rates
- Federal financial aid
- How distance education works at that institution (i.e., self-paced, on a semester schedule, the type of student-student and student-instructor interaction, and technology needed)
- Whether the program is focused on professionals working in a childcare setting
- The application procedures and process
- Orientation information
- A toll-free number to call with questions.

Note that although programs requiring a campus orientation visit may assist in building rapport with the university

personnel, the cost and time to travel may be prohibitive for many working professionals.

A student should feel supported and not pressured while making a decision about enrollment. Good program representatives will be accessible via phone and e-mail and will convey program information with compassion and understanding.

Online Student Orientation

Most online programs have a mandatory online orientation before a student may begin courses. This offers the opportunity to learn the technology in an ungraded environment. A student should never feel isolated. As problems and



Angie Butcher, University of Cincinnati.

questions arise, quality programs will offer someone to call or e-mail who provides a quick response.

Academic and Registration Advice

One of the most important support systems for new and returning students is academic advising support. Many students bring transcripts from other institutions. An accurate assessment of transfer credit is vital to successfully completing the degree at the new institution. Students should have a clear understanding of what previous credit has transferred and what courses remain in their degree program. An academic map is helpful to guide students through registration



OFFERING HEAD START STUDENTS EFFECTIVE SUPPORT

with confidence that they have met pre-requisite coursework requirements. Consistent and continual communication between the advisor and the student can assure that a student's educational goals are met.

Coursework Support

In addition to the support of a student's online instructor, other systems can support student success. All universities require students to take placement tests to determine the student's abilities in math and English. Some offer online tests and other institutions require proctored exams. The results of these tests are used to ensure that students receive the academic support they need to succeed in college-level math and English. Students enrolled in courses to meet these needs also may benefit from support in order to overcome anxiety, build self-confidence, and satisfy other academic requirements. Another method to

support students is online tutoring for writing. This can be vital to students' success in English courses and in distance education courses that depend on writing as the primary mode of communication.

Conclusion

The Head Start community can benefit from acknowledging and offering the wide variety of support for students seeking degrees. Sharing information about people who can help and what methods they use is one of the best ways to ensure students make progress both on campus and online. (Refer to the box below.)

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THE ROLE OF EDUCATION ADVISORS

In order to avoid nontransferable or dead-end learning, it is recommended that students obtain the services of advisors. There are several types of advisors who can help Head Start staff and they serve distinct functions. Each can support the needs of both traditional and online learners.

HEAD START INTERNAL ADVISORS

Head Start programs typically have staff responsible for professional development activities. These staff members can support selection of appropriate degree programs and can serve as brokers among institutions when articulation issues arise. Head Start Education Managers, Human Resources Directors, Staff Development Coordinators, and others may have this responsibility. Head Start advisors also can offer assistance on fiscal support available to students from Head Start grantees. In addition, Head Start technology support personnel also can serve in an advisory capacity to assure that there is a match between online learning technology requirements and the technology available to Head Start online learners.

ACADEMIC ADVISORS

Higher education institutions typically have academic advisors to guide students in course selection. Academic advisors can be consulted about the requirements of the higher education institution and the transferability and articulation of coursework to degree programs. Ideally, an advisor is willing to consider flexible options for degree attainment and understands that there are multiple routes for professional development in the early childhood field.

FINANCIAL AID ADVISORS/COUNSELORS

Most students are likely to need funding to pay for their education or training. The Financial Aid Advisor works for a college or university and helps students and families through the financial aid application process. The Financial Aid Advisor can inform students of the many assistance programs available through the public and private sectors. Students and families applying for assistance are required to complete the Free Application for Federal Student Aid (FAFSA) which is available online. Using the FAFSA, the Financial Aid Advisor can determine the aid program for which the student qualifies. Keep in contact with a financial aid advisor who will know the new aid programs available each year and if the eligibility requirements, award amounts, and contact information of existing programs have changed.

DEGREES FOR SALE

“Buyer Beware.” You’ve heard this warning many times, but probably not often when it comes to academic degrees and credentials. Unfortunately, fraudulent, deceptive, and unfair business practices happen in every marketplace.

Fake or bogus degrees from “diploma mills” are detrimental on many levels. For example, they can jeopardize the credibility of an organization that has an unqualified person in a position of responsibility for which he or she does not have the training and skill for effective performance. Further, the bogus-degree granting institution cheats the degree holder out of the professional development and training that is necessary to be a top performing employee.

As both legitimate and bogus opportunities become more available through distance learning, it becomes absolutely essential for organizations and individuals to confirm the authenticity of degrees and courses of study. Human Resource managers and those responsible for professional development, as well as individuals interested in earn-

ing academic degrees, can learn valuable strategies for confirming the authenticity of degrees. (See this link for details: http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Choosing%20a%20Higher%20Education%20Program/prodev_art_00045_042806.html)

The Department of Education Web site on diploma mills is <http://www.ed.gov/students/prep/college/diplomamills/diploma-mills.html>.

Other valuable links are the U.S. Department of Education’s List of Nationally Recognized Accrediting Agencies and the Council for Higher Education Accreditation’s (CHEA) List of Participating and Recognized Organizations which are available on the same site. Accrediting agencies recognized by the U.S. Department of Education are recognized for purposes of obtaining federal financial aid. This is helpful to those considering what financial arrangements to make for obtaining

Explore the ECLKC’s Professional Development Cottage!

The ECLKC houses a Professional Development Cottage that is growing exponentially and offers links to directories of TA providers and higher education institutions funded by Head Start to train teachers. A vetted consultant data base provides comprehensive information on potential consultants complete with references that programs can check. There also are links to plenary sessions from conferences and institutes conducted by the Office of Head Start. One significant resource in this cottage is the Distance Learning Catalogue that lists accredited colleges and universities that offer an entire early childhood academic credential (AA or BA) online. In the future, look for interactive training modules and links to other professional development sites.

Please visit! Go to <http://eclkc.ohs.acf.hhs.gov/hslc> and click on the link to Professional Development.

Considering the meaning of professional development in the technological age, I suggest a broader definition of professional development that includes the use of technology to foster growth.—Cathy Miles Grant



ONLINE INFORMATION ABOUT DISTANCE LEARNING AND EARLY CHILDHOOD EDUCATION

Distance learning is a relative newcomer to professional development in the field of early childhood education. If you are a prospective student who might consider enrolling in an academic program offered “via distance” or if you are an instructor who would consider offering your course online, information posted on the Early Childhood Learning and Knowledge Center may be of interest.

Go to this link for more information: http://www.eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Choosing%20a%20Higher%20Education%20Program/prodev_pub_00047_061606.html.

The discussion highlights effective practices that support successful professional development opportunities offered online and addresses both student and faculty perspectives.

A catalog is available online that lists accredited higher education institutions that offer complete certificate and/or degree programs, via distance learning courses, in Early Childhood Education and Child Development. It can be found at:

http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Credit-Based%20Distance%20Learning/prodev_pub_00030_082305.html ■

Lasting improvement does not take place by pronouncements or official programs. Change takes place slowly inside each of us and by the choices we think through in quiet wakeful moments lying in bed just before dawn.
—Peter Block, *The Empowered Manager*

BY JILL WITHERALL

GOING THE DISTANCE FOR COR TRAINING

Abstract and Reference

An online educational experience is exciting. Being part of this adventure in learning is one way to build and share knowledge and skills at your own pace, in your own place.

The number of post-secondary adults taking distance learning courses via the Internet keeps growing. According to the National Center for Education Statistics, in 2001 there were more than three million post-secondary adults taking distance learning

courses via the Internet. Why is this becoming an increasingly popular way to take classes? What are some misconceptions as well as advantages of online courses? In this article, Jill Witherall explores why distance learning has become such a popular way to take classes, the advantages of online courses, and common misconceptions about them. She highlights early childhood courses, specifically COR, an observational record-keeping system used by many Head Start programs.

Article: Online COR (Child Observation Record) Courses: Going the Distance for Training by Jill Witherall. ReSource Magazine Article Fall-Winter 2005.

Available online at: <http://www.highscope.org/NewsandInformation/ReSourceReprints/Fall%2005/Online%20COR%20Courses.pdf> ■

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PROFESSIONAL DEVELOPMENT GLOSSARY

These Professional Development terms listed below are part of a Professional Development and Knowledge Management Glossary. The full glossary is available in the Early Childhood Learning and Knowledge Center (ECLKC) at http://www.eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Organizational%20Development/Cultivating%20a%20Learning%20Organization/prodev_fts_00060_041307.html.

Capacity Building:

Activities that increase an individual's, population's or community's ability for growth, development, or accomplishment.

Community of Interest (COI):

A group of people both within and outside an organization who share knowledge and experiences around a common business or professional interest. They are driven more by learning and less by outcomes than a Community of Practice (see below).

Community of Learners (COL):

A network of people who share common interests. They establish relationships, work and learn together, and develop and share their knowledge. Members may be similar or multi-disciplinary. Some communities may be small and localized; others will be geographically dispersed 'virtual communities' communicating primarily by telephone, e-mail, online discussion groups and videoconferencing.

Community of Practice (COP):

A group of people who share and develop their knowledge in pursuit of a common purpose or task, even though they do not necessarily work in the same department or organization. They are motivated more by outcomes than a Community of Interest (above).

Elearning:

The use of electronic information systems (especially Internet technologies) to deliver learning and training.

Knowledge Center:

A place where knowledge is gathered and stored that can be accessed and used by other people. It may be a physical place like a library, a 'virtual' place like an interactive Web site or an online discussion board, a place where people gather, or an informal meeting room or discussion area created to encourage knowledge sharing.

Knowledge Management (KM):

The explicit and systematic management of vital knowledge and its associated processes in pursuit of organizational objectives, such as creating, gathering, organizing, diffusing, using, and exploiting.

Lessons Learned:

Lessons learned are concise descriptions of knowledge derived from experiences that can be communicated using mechanisms such as storytelling or debriefings or summarized in databases. These lessons reflect on what was done



PROFESSIONAL DEVELOPMENT GLOSSARY

correctly, what to do differently, and how to improve process and product to be more effective in the future.

Mentoring:

Mentoring is a one-to-one learning relationship in which a senior person supports the development of a more junior person by sharing knowledge, experience and wisdom. Related term—Coaching. (Note—While the strength of mentoring lies in transferring the mentor’s knowledge and wisdom, the strength of coaching lies in the coach’s ability to facilitate and develop the personal qualities and abilities of the person being coached.)

Online Community:

A Community of Learners, of Interest or of Practice that uses computer-based collaboration facilities (such as discussions and chats), to share knowledge.

Professional Development:

Formal or informal training to keep up-to-date and enhance skills, knowledge, and ability in one’s area of expertise.

Scaffolding:

A teaching strategy in which instruction begins at a level at which students can be successful and then offers support that moves students to a higher level of understanding.

Training Registries:

Databases that track completed training and are part of pathways that lead to qualifications, degrees, and credentials in comprehensive professional development systems for early care and education personnel.

THE EVALUATION EXCHANGE

Volume XI, No. 4, Winter 2005/2006 Online at <http://www.gse.harvard.edu/hfrp/eval/issue32/index.html>
Issue Topic: Professional Development

Harvard Family Research Project's evaluation periodical, *The Evaluation Exchange*, addresses current issues facing program evaluators of all levels, with articles written by the most prominent evaluators in the field. Designed as an ongoing discussion among evaluators, program practitioners, funders, and policymakers, *The Evaluation Exchange* highlights innovative methods and approaches to evaluation, emerging trends in evaluation practice, and practical applications of evaluation theory. It goes to its subscribers free of charge four times per year.

This issue of *The Evaluation Exchange* offered new and innovative approaches to professional development—including coaching, a cascade model, online professional development, and the case method—and described how these efforts are being evaluated.

Published by Harvard Family Research Project
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Cambridge, MA 02138
Tel: 617-495-9108; Fax: 617-495-8594; E-mail: hfrp@gse.harvard.edu

DO YOU KNOW YOUR COMPUTER LINGO?

Write the letter to the correct definition next to the word below. The answer key is at the bottom of the page.

- | | |
|--|---|
| 1. bandwidth _____ | 6. listserv _____ |
| 2. domain _____ | 7. Portable Document Format (PDF) _____ |
| 3. Internet Service Provider (ISP) _____ | 8. Plug-in _____ |
| 4. Joint Photographic Experts Group (JPEG) _____ | 9. Uniform Resource Locator (URL) _____ |
| 5. Local Area Network (LAN) _____ | 10. Zip _____ |
-
- | | |
|--|---|
| <p>A. A multi-platform file format developed by Adobe Systems. The file captures document text, fonts, images, and even formatting of documents from a variety of applications. An e-mailed document to your friend looks the same way on his screen as it looks on yours, even if he has a Mac and you have a PC.</p> <p>B. A compression format used to make files smaller, often before sending them over the Internet. A decompression program is needed to make these files usable after downloading.</p> <p>C. They charge startup and monthly fees to users and provide the initial host connection to the rest of the Internet usually via a dialup connection.</p> <p>D. An automated mailing list distribution system.</p> <p>E. As typically used, the amount of data, usually measured in bits per second, that can be sent through a given communications circuit.</p> | <p>F. They are the resource locators used by the World Wide Web as explicit addresses for information.</p> <p>G. A linking of many computers so that they may exchange files and share hardware (like printers and disk drives).</p> <p>H. A software plug-in that is an add-on for a program that adds functionality to it. For example, Photoshop may add extra filters that you can use to manipulate images.</p> <p>I. A named collection of network hosts. Some important ones are: .com (commercial), .edu (educational), net (network operations), .gov (U.S. government), and .mil (U.S. military). Most countries also have one. For example, .us (United States), .uk (United Kingdom), .au (Australia).</p> <p>J. A standard compression format for high-resolution color images.</p> |
|--|---|

Most Frequently Misspelled Computer Terms

e-mail—all lower case, with a hyphen

Internet—Internet is a proper noun, so it is capitalized

online—one word, lower case

listserv—all lower case, one word, no “e” at the end

Web page/site—Web is short for World Wide Web, so it is a proper noun and it is capitalized; use of “page” or “site” is a separate word and it is lower case

This information is recognized by the Library of Congress.

Source references and for more information:

<http://www.saugus.net/Computer/Terms/>

http://en.wikipedia.org/wiki/List_of_computer_term_etymologies

ANSWER KEY: 1-E; 2-I; 3-C; 4-J; 5-A; 6-D; 7-B; 8-H; 9-F; 10-G





UNIVERSITY

OF

ALASKA



COLLAGE



Upper Left: Photo by J. Tetpon. Working Gathering 2004; Upper Right: Photo by Distance ECE/AAS staff. Gabina's Story; Middle: Photo by T. Brown. UAS AAS Graduate Kathleen Willard; Lower Left: Photo by J. Tetpon. St. Mary's Steam Team; Lower Right: Photo by T. Brown. Distance ECE/AAS.

WEBLIOGRAPHY

The following Web sites are recommended as further resources for early childhood teachers, parents, and administrators

1 www.acf.hhs.gov/programs/hsb

OFFICE OF HEAD START (OHS)—The Home page for the Office of Head Start includes several essential resources, such as: locating programs and services; grant information and services; research links/statistics and fact sheets; publications and information resources; budget and policy information; conferences and events; and contacts.

2 www.ehsnrc.org

EARLY HEAD START NATIONAL RESOURCE CENTER (EHS NRC) provides state-of-the-art information, materials and technical assistance and enhances the work of the Infant/Family Network.

3 www.hsnrc.org

THE NATIONAL HEAD START TRAINING AND TECHNICAL ASSISTANCE RESOURCE CENTER (NRC) is dedicated to strengthening and improving the effectiveness of the Head Start Training and Technical Assistance Network and other grantee networks both to support national Head Start program priorities and to provide responsive services that promote Office of Head Start initiatives.

4 ccf.edc.org/profdev/default.asp

CENTER FOR CHILDREN AND FAMILIES (CCF). CCF views staff as the key to providing high-quality services to children and their families. Their content-rich, rigorous programs and workshops give staff the tools they need to help children thrive in school.

5 www.ccw.org

CENTER FOR THE CHILD CARE WORKFORCE'S mission is to improve the quality of early care and education for all children by promoting policy, research and organizing that ensure the

early care and education workforce is well-educated, receives better compensation and a voice in their workplace.

6 www.cdacouncil.org

COUNCIL FOR PROFESSIONAL RECOGNITION works to improve the professional status of early childhood workers and helps to meet the growing need for qualified child care staff. The Council's mission is to emphasize the importance and increase the recognition of professionals who care for children from birth through five years of age in child care centers, family child care homes, and as home visitors. The following programs, operated by the Council, recognize competence in these professionals: the CDA Credentialing Program; Head Start Fellowships; U.S. Military School Age Credential; and Reggio Children USA.

7 www.heads-up.org/HUR/pro_dev.htm

HEADSUP! NETWORK. Under the Reauthorization of 1998, Congress requires more training and professional development for Head Start teachers and administrators. HeadsUp! was created to provide an economic means of bringing quality, research-based early childhood training to Head Start and early childhood professionals. Through the training delivered via the HeadsUp! Network, staff and parents may earn the following types of credit: Continuing Education Units (CEU); Child Development Associate (CDA); and Associate's of Arts (AA).

8 www.naccp.org/index.cfm

NATIONAL ASSOCIATION OF CHILD CARE PROFESSIONALS is the nation's leader among associations serving child care owners, directors, and administrators. The organization's goal is to improve, enhance and strengthen the credibility of the people who lead the child care industry by providing membership services and benefits.



WEBLIOGRAPHY

Continued from previous page

9 www.naeyc.org

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. Research clearly shows that a key step in raising the quality of early childhood programs is improving preparation and support for early childhood teachers. NAEYC provides a variety of resources and services to those involved in early childhood teacher education and professional development.

10 www.naswdc.org

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NOT ASSOCIATION OF AMERICAN SOCIAL WORKERS) is the largest membership organization of professional social workers in the world, with 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

11 www.nbcdi.org/Welcome

THE NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE, through hands-on service and community-outreach programs, initiates positive change for the health, welfare, and educational needs of all African American children. Some examples include: training professionals and parents to work more effectively with African American children; tutoring African American youth to achieve academically; researching issues and producing resources to aid parents and human-service providers; and serving the needs of community leaders dedicated to informing the public about local and national issues affecting African American children.

12 www.ncctq.org/

THE NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY (NCCTQ) is the premier national resource to which the regional comprehensive assistance centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring highly qualified teachers are serving students with special needs. NCCTQ, funded by the U.S. Department of Education, is a collaborative effort of Education Commission of the States, ETS, Learning Point Associates, and Vanderbilt University.

Continued from page 9, Using Professional Development as the Cornerstone for Continuous Learning

from AA programs and starting their coursework to earn a Bachelor's degree. Ms. Flaughner refers to them as "champions" and "people living up to expectations," and notes with pride that their achievements are recognized and honored. She added, "Our program actually has quite a few former Head Start parents in management and teaching positions. We are very proud of their accomplishments."

This grantee actively recruits parents for positions for which they might qualify, such as teacher assistant, bus monitor and janitor. Like other staff, parents in these positions qualify for the educational support described above.

Family Educational Network of Weld County encourages staff to shine by reaching challenging goals. Because of careful professional development planning supported by funds and education for all staff members, their strategy is impressive and successful. ■

Continued from page 32, Focused Professional Development for Teachers of Mathematics

study groups, modeling lessons, attending workshops, or collaborating with their peers all communicate with each other in some form within their learning community. When this happens, the potential for professional development is amazing and exciting to watch! ■

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Leaders build a circular system that distributes leadership to the outmost edges of the circle to unleash the power of shared responsibility.

—Frances Hesselbein

Do not follow where the path may lead. Go instead where there is no path and leave a trail.

—Muriel Strode



Photo by S. Crecelius.



Visit the Early Childhood Learning and Knowledge Center Home Page

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Early Childhood Learning and Knowledge Center

Welcome to the Early Childhood Learning and Knowledge Center, or ECLKC. The ECLKC is offered by the Administration for Children and Families, **Office of Head Start**.

What's New

March 27, 2007
ACF-PI-HS-07-03 FY 2007 Funding Program Instruction

March 9, 2007
Register On-line for the 11th Annual Birth To Three Institute — Registration Deadline: May 18, 2007

Highlights

Early Childhood Development and Health

- Toothbrushing and Head Start:

For Parents

- Ability Inventory

Office of Head Start — National Satellite Broadcast and Web Cast

Date: March 22, 2007
Time: 3 – 4:30 p.m. (EDT)
Web cast archive coming soon!

National Head Start Institute on Hispanic and Other Emerging Populations

Date: April 19-20, 2007
Location: San Antonio, Texas
Registration: Now Open!

11th Annual Birth To Three Institute

Date: June 25-28, 2007
Location: Washington, DC
Registration: Now Open!

Earned Income Tax Credit Information for Head Start Parents

Many Head Start families are eligible for up to \$4,536.

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