

Director's Link

FEATURE:
Supporting Each Child

THE DIRECTOR'S TOOLBOX:
Intentional Approaches

RESOURCES AND PROFESSIONAL
DEVELOPMENT OPPORTUNITIES

Getting Intentional About Supporting **Each** Child: The Difference You Can Make

Camille Catlett



Recent research in the early childhood field has revealed that, when it comes to quality in early childhood programs, one size does not fit all. The learning and development of each child is influenced by gender, race, ethnicity, language, ability, socio-economic factors, and especially family—factors that comprise each child's unique culture. Here are a few examples:

- Preschool boys are expelled 4.5 times more than girls; and African-Americans are twice as likely to be expelled as Latino and Caucasian children and more than five times as likely as Asian-American children.¹
- Children who are under-resourced score far lower than their more economically advantaged peers on virtually every standardized test, statewide or national, and the dropout rate for low-income

students is five times greater than for their high-income counterparts.²

- Dual language learners are heavily overrepresented among low-achieving students (within the bottom 5% – 25% of the achievement distribution) and severely underrepresented among high achievers (within the top 5% – 25% of the achievement distribution).³

The National Association for the Education of Young Children (NAEYC) reminds us that development and learning occur in and are influenced by multiple social and cultural contexts.⁴ To be successful early learners, children need to feel safe and secure in their many identities, feel pride in their families, and feel at home in their early childhood programs.⁵ To achieve their full potential, each child needs support from comfortable, confident, capable leaders and educators who recognize and capitalize in positive and

effective ways on both their sameness and their differences.

THE LEADER'S ROLE

Early childhood leaders are in a unique position to develop programs that embody a current and important trend—the shift from supporting **all** children to supporting **each** child. More than a word substitution, this switch acknowledges that each child benefits from administrators, teachers, and programs that intentionally and explicitly support both who they are and how they learn. This distinction is so important that the NAEYC changed the language of its standards for the preparation of early childhood personnel. Where the standards used to speak to preparing students to work with **all** young children, NAEYC now requires higher education programs to document how they are preparing future early childhood professionals to work with **each** child.⁶

Another example of the importance of getting more explicit about our commitment to supporting each child may be seen in a recent joint position statement from NAEYC and the Division for Early Childhood (DEC). The document underscores that “the desired results of inclusive experiences **for children with and without disabilities and their families** include a sense of belonging and membership, positive social relationships

(Continued on page 2)

Continued from front page...

and friendships, and development and learning to reach their full potential.”⁷

THE DIFFERENCE INTENTIONALITY CAN MAKE

What difference can this kind of intentionality make? Here are some examples from recent research studies.

- High-quality, culturally responsive early learning environments are critical to closing the achievement gap between children living in poverty, especially children of color, and their peers.⁸
- An effective teacher can have a stronger influence on student achievement than poverty, language background, class size, and minority status.⁹

Many programs reveal their commitment to diversity by the photos they hang on the walls. But authentic approaches to supporting **each** child and family require intentional decisions about all aspects of a program. Operationalizing the intentional shift from **all** to **each** concept requires knowledge, skill, collaboration with family, community and teaching partners, and, more than anything else, leadership.

Focused attention in four key areas—policies, family engagement, environments and practices, and professional development—can provide opportunities to incorporate a more explicit emphasis on the diversity of the children and families served by each program. Interested? Think about the following:

- How recently have you reviewed **policies** to see whether they align with your priorities for being reflective of and responsive to cultural, linguistic, and ability diversity? For example, do you have a **parent** handbook or a **family** handbook? Many programs are intentionally shifting to the term *family* to acknowledge the diverse configurations of caring adults in the lives of young children. While this may seem like a simple word replacement, the broader term will embrace and welcome families headed by an aunt, grandmother, guardian, or two dads.
- Recent studies have shown that successful **family engagement** can contribute tremen-

dously to the success of young children. Children whose families are effectively engaged show higher preschool performance and promotion to the next grade and more positive engagement with peers, adults, and learning. Successful family engagement has even been shown to buffer the negative impact of poverty on academic and behavioral outcomes. But true family engagement requires different approaches than the traditional methods used to support parent involvement. How are you engaging families as partners, decision makers, and experts?

- Do the **environments** in which you support young children (inside and out) authentically reflect the children and families you serve? Do the **practices** (everything from greetings and praise to guidance and groupings) employed each day to support each child reflect knowledge of cultural differences, family priorities, and evidence-based practices? With mounting evidence that children benefit from programs that build congruence with the cultural beliefs, values, and priorities of the families served, many programs are looking for ways to incorporate authentic aspects of home into both their spaces and the learning that is facilitated in those spaces.
- **Professional development** refers to the many ways in which we support the adults who work with young children to acquire and apply relevant knowledge and skills. High-quality programs incorporate opportunities for training, mentoring, coaching, technical assistance, or other forms of professional development on a regular basis. Building intentional programs requires opportunities for all staff to examine their own culture (and biases), learn about the cultures of the children and families, discuss and try out intentional approaches, reflect on how well those changes worked (or didn't), and adjust accordingly. How intentionally are you incorporating these opportunities into the professional development provided for your staff?

How can you determine the extent to which your program is supporting **each** child and family? Here's a way to start. The table in the Director's Toolbox provides a

(Continued on page 4)

The Director's Link is made possible by funding from the Illinois Department of Human Services (IDHS) and the McCormick Foundation, and is distributed free of charge to early childhood directors in Illinois. Address corrections should be directed to:

McCormick Center for Early Childhood Leadership
6200 Capitol Drive
Wheeling, Illinois 60090

Phone 800.443.5522, ext. 5063
Fax 847.465.5910
E-mail McCormickCenter@nl.edu
Web Site <http://McCormickCenter.nl.edu>

Michael W. Louis Endowed Chair
Paula Jorde Bloom
paula.bloom@nl.edu

Executive Director
Sue Offutt
sue.offutt@nl.edu

Faculty and Staff

Carmen Adamczyk	Kara Lehnhardt
Giovanni Arroyo	Sharon Lewis
Jill Bella	Jami McCormack
Linda Butkovich	Martha Owens
Melissa Casteel	Lilium Perez
Joseph Corso	Kathleen Radice
Jeanie deMullet	Tanya Rafrap
Lisa Ellis	Sherry Rocha
Kathryn Graver	Lorena Rodriguez
Sarah Hasan	Kathy Rousseau
Ann Hentschel	Paula Steffen
Kia Hill	Teri Talan
Safiyah Jackson	Barbara Volpe
Donna Jonas	Vasilya Waddell
Tarah Kadzielwski	Kathy Wildman
Robyn Kelton	Migdalia Young
Heather Knapp	

Director's Link
Editor/Layout: Donna Jonas
donna.jonas@nl.edu

Advisory Board

Kay Albrecht	Holly Knicker
Blakely Bundy	Tom Layman
Bee Jay Ciszek	M.-A. Lucas
Leonette Coates	Karen Ponder
Tom Copeland	Luz Maria Solis
Jerry Cutts	Margie Wallen
Nina Duenas	Lana Weiner
Stacie Goffin	Cass Wolfe
Ed Greene	Tanya Woods
Luis Hernandez	

Our Mission
The McCormick Center for Early Childhood Leadership at National Louis University is dedicated to building the leadership capacity of the early childhood workforce. The activities of the Center encompass four areas: professional development, evaluation, research, and public awareness.

The Director's Toolbox



INTENTIONAL APPROACHES TO SUPPORTING DIVERSITY IN EARLY CHILDHOOD PROGRAMS

<p>Do your policies reflect your intentionality?</p>	<ul style="list-style-type: none"> ■ Do your efforts have an explicit and intentional emphasis on young children who are culturally diverse (includes racial, ethnic, socio-economic, and other aspects of diversity)? ■ Do your efforts support young children who are dual language learners and young children with disabilities? ■ Do you have agreed upon definitions of key terms to use in your work (e.g., cultural competence, inclusion)? ■ Do you have guiding principles that underscore your commitment to diversity in all aspects of your work?
<p>Do your family engagement efforts reflect your intentionality?</p>	<ul style="list-style-type: none"> ■ Have you incorporated an explicit and intentional emphasis on authentically engaging families who are culturally and linguistically diverse? Are you also engaging families who have young children with disabilities? ■ Is input from family members shaping the quality of your work? Are you building the capacity of diverse families to support the capability and success of their children? ■ Are family members helping you to intentionally and effectively support practices that connect home cultures and experiences to their learning?
<p>Do your programs and practices reflect your intentionality?</p>	<ul style="list-style-type: none"> ■ Are you intentionally and effectively supporting practices that connect children's cultures and experiences to their learning? ■ Are you shaping teachers' personal capacities and attitudes to support each child's achievement? ■ Do program characteristics (e.g., teacher-child ratios, time for small groups or one-on-one interactions, materials in multiple languages, continuity of care) support individual children? ■ Do environments authentically reflect the children, families, and communities you serve?
<p>Are your professional development efforts helping your staff to better support children who are culturally, linguistically, and ability diverse?</p>	<ul style="list-style-type: none"> ■ Does your staff have a strong knowledge base about evidence-based practices that support young children who are culturally, linguistically, and ability diverse? Do they understand the process of second language acquisition? Are they familiar with evidence-based practices that support inclusion? Do they promote bilingual development of young DLLs? ■ Have you identified specific competencies related to evidence-based practices for supporting young children who are culturally, linguistically, and ability diverse and their families? ■ Do you have explicit requirements for your staff in developing their capacity to support young children who are culturally, linguistically, and ability diverse? ■ Are you using intentional strategies to increase the diversity of the individuals who work with young children?

This Toolbox was created by Camille Catlett | Scientist | Frank Porter Graham Child Development Institute | University of North Carolina | Chapel Hill.



Professional Development Opportunities

PROGRAM ADMINISTRATION SCALE RELIABILITY TRAINING

The *Program Administration Scale (PAS)* is used to assess early childhood leadership and management practices in center-based programs. This four-day intensive reliability training is designed to teach technical assistance specialists, quality monitors, consultants, researchers, and other professionals how to use the PAS reliably and become certified assessors. A complete listing of PAS trainings is available on our website: McCormickCenter.nl.edu.

PAS RELIABILITY TRAINING

July 15 – 18, 2013

Location: McCormick Center for Early Childhood Leadership
National Louis University, Wheeling, IL

For more information, or to schedule a training in your state, contact Jill Bella at 847.947.5059 or jill.bella@nl.edu.

For Illinois QRIS applicants GETTING READY FOR THE BAS WEBINAR

June 19, 2013, 6:30pm – 9:30pm (CST)

This webinar is designed for Illinois family child care providers who are interested in applying for Star Level 3 or Star Level 4 in Quality Counts, the Illinois Quality Rating System.

For more information, contact Carmen Adamczyk at carmen.adamczyk@nl.edu or 847.947.5133.

TAKING CHARGE OF CHANGE™

August 5, 2013 through May 17, 2014

This year-long leadership development program for Illinois center directors will empower and inspire you to embrace the change process. Through engaging in-depth sessions you'll explore topics that will help you strengthen your leadership style and learn how to promote peak performance, enhance shared decision making, and build a strong organizational climate.

Course continues over multiple dates:

Convening Institute	August 5 – 10, 2013
Connecting Institute	Nov. 14 – 16, 2013
Culminating Institute	May 14, 2014
Leadership Connections conference	May 15 – 17, 2014

TAKING CHARGE OF CHANGE (TCC) TRAIN-THE-TRAINER (TTT)

Our TCC Train-the-Trainer initiative is designed to provide trainers outside of Illinois with the tools needed to create sustainable change in early childhood programs. Participants learn how to deliver the Taking Charge of Change model in their home states.

For more information, go to McCormickCenter.nl.edu/professional-development/year-long-leadership-management-training/

or contact Safiyah Jackson at sjackson27@nl.edu or 847.947.5056

Continued from page 2

framework for examining current practices in four areas (policies, family engagement, environments, professional development) to assess the extent to which they provide explicit attention to each child and family. Consider answering each of the questions on your own as a starting point. Think of specific examples and illustrations.

Bold, committed leaders will view this set of questions as an opportunity to engage family members and community partners in a conversation about the extent to which they

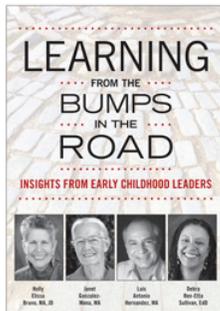
see intentionality reflected in their programs. Intentional leaders will gather input on how to more explicitly and effectively serve each child and use the information to develop a plan of action that will lead to enhanced learning opportunities for all young children in their care.

THE DIFFERENCE YOU CAN MAKE

At the end of the day, it will be easy to identify the leaders who use explicit and intentional approaches to support each child

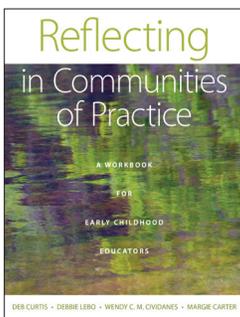
and family. They will be the individuals who will be able to say to any family member, “we designed this program with **your** child in mind. Let me tell you how.” And they will be able to do just that.

Our cover story was written by Camille Catlett. Camille is a Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. Ms. Catlett's handout and PowerPoint slides from the Leadership Connections Conference with resources and strategies for supporting intentionality are available to download at www.fpg.unc.edu/presentations/building-policies-and-practices-support-each-child.Catlett
References referred to in the cover story can be found on page 5.



Four dynamic leaders in early childhood share their insights and advice on a dozen professional development topics. This unique compilation of conversational essays will prompt you to reflect on and strengthen your skills and abilities as you work with children, families, and colleagues. Topics include social-emotional competence, building relationships that support children, diversity and multicultural readiness, overcoming self-doubt, intentionality, power imbalances, technology, and curriculum and assessment. Authors: Holly Elissa Bruno, Janet Gonzalez-Mena, Luis Hernandez, Debra Ren-Etta Sullivan

Available this June from Redleaf Press
www.redleafpress.org



Connect theory and best practices in your classroom. The ten study lessons will help evaluate and grow your reflective teaching skills, align your daily work with your larger goals, values, and vision, and gain a heightened sense of self-awareness and a stronger image of children, examine the details of your environment, and challenge yourself with new perspectives.

This workbook is a valuable resource in your work to strengthen collaborative, critical, and reflective teaching. Authors: Deb Curtis, Margie Carter, Deb Lebo, Wendy Cividanes

Available from Redleaf Press
www.redleafpress.org



Learn practical ideas from the Gesell Institute of Child Development Early Childhood LEADership (Learn, Educate, Advocate, Do!) conference for setting appropriate expectations and implement-ing quality programs for children. While capturing the essence of the conference with audio files and original papers from the speakers, the E-Kit CD-ROM also provides resources to support educational leaders. Get One FREE!

Find the complete E-Kit at www.geselle-kit.org

GETTING INTENTIONAL ABOUT SUPPORTING EACH CHILD ~ REFERENCES

- ¹ Gilliam, W. S. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten systems*. New Haven, CT: Yale University Child Study Center. <http://www.hartfordinfo.org/issues/wsd/education/NationalPreKExpulsionPaper.pdf>
- ² National Dropout Prevention Center. (2012). *Poverty and school success: Challenges and opportunities with under-resourced students*. Clemson, SC: Center of Excellence to Prepare Teachers of Children in Poverty. <http://www.dropoutprevention.org/webcast/41-poverty-and-school-success-challenges-and-opportunities-under-resourced-students>
- ³ Lee, J., Grigg, W., & Donahue, P. (2007). *The nation's report card: Reading 2007*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
- ⁴ NAEYC. (2009a). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Position statement. Washington, DC: Author. <http://www.naeyc.org/positionstatements/dap>
- ⁵ Derman-Sparks, L., & Edwards, J. O. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC.
- ⁶ NAEYC. (2009b). *NAEYC standards for professional preparation*. Washington, DC: Author. <http://www.naeyc.org/positionstatements/ppp>
- ⁷ DEC/NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
- ⁸ Whitebrook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Preparing teachers of young children: The current state of knowledge, and a blueprint for the future*. Executive summary (p. 1). Berkeley, CA: University of California, Institute for Research on Labor and Employment, Center for the Study of Child Care Employment. http://www.irle.berkeley.edu/cscce/wp-content/uploads/2009/01/teacher_prep_summary.pdf
- ⁹ Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, University of Chicago Press, 25, 95-135.
- ⁹ Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44. <http://olam.ed.asu.edu/epaa/v8n1>
- ⁹ Jacob, B. A., Lefgren, L., & Sims, D. (2008). The persistence of teacher-induced learning gains. *NBER Working Paper 14065*. Washington, DC: National Bureau of Economic Research.
- ⁹ Kane, T. J., & Staiger, D. O. (2008). Estimating teacher impacts on student achievement: An experimental evaluation. *NBER Working Paper No. 14607*. Washington, DC: National Bureau of Economic Research.
- ⁹ Nye, B., Hedges, L. V., & Konstantopoulos, S. (2004). Do minorities experience larger lasting benefits from small classes? *Journal of Educational Research*, 98, 94-100.
- ⁹ Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- ⁹ Rockoff, J. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94, 247-252.
- ⁹ Rothstein, J. (2010, February). Teacher quality in educational production: Tracking, decay, and student achievement. *Quarterly Journal of Economics*, 125(1), 175-214.

Leadership Connections

NATIONAL LEADERSHIP CONFERENCE - 2013

Thanks for making Leadership Connections such a great success! Alive with the energy of 500 enthusiastic early childhood leaders, the Westin Chicago North Shore was the site of the thirteenth annual Leadership Connections conference and celebration of the 20th anniversary of Taking Charge of Change.™ Thanks to all of the presenters and participants who made this year's conference such a memorable event.

A special thank you to our sponsors for their generous support:

ACTION FOR CHILDREN
BRIGHT HORIZONS FAMILY SOLUTIONS
CHICAGO DEPARTMENT OF FAMILY AND SUPPORT SERVICES
MR. & MRS. FREDERICK EMMETT
FDC FOUNDATION
HARRISON AND COMPANY
ILLINOIS DEPARTMENT OF HUMAN SERVICES
ILLINOIS NETWORK OF CHILD CARE RESOURCE AND REFERRAL AGENCIES
KAPLAN EARLY LEARNING COMPANY
LAKESHORE LEARNING COMPANY
MCCORMICK FOUNDATION
MY CHILD
NATIONAL LOUIS UNIVERSITY
NEW HORIZONS
PNC BANK
YWCA LAKE COUNTY



CHECK OUT SOME OF THE PHOTOS FROM LEADERSHIP CONNECTIONS 2013...

McCormickCenter.nl.edu/trainings/lc.htm

Join McCormick Center staff at NAEYC's Professional Development Institute and explore the tools needed to reach the full potential of your program.

Hilton San Francisco Union Square | 333 O'Farrell Street | San Francisco, CA

Sunday, June 9, 2013; 4:30pm – 5:30pm

How Do States with a Race to the Top/Early Learning Challenge Grant Address Program Administration in QRIS?

Jill Bella | Teri Talan | Audrey Smith | Ingrid Mezquita

Monday, June 10, 2013; 10:30am – 12:30pm

Standing Up and Speaking Out: The Neglected Role of Early Childhood Directors

Jill Bella

Wednesday, June 12, 2013; 8:00am – 10:00am

Creative Partnerships for Building Statewide Leadership Capacity

Kathryn Graver | Kara Lehnhardt