Preparing Teachers for the Early Childhood Classroom
Proven Models and Key Principles

Edited by Susan B. Neuman, Ed.D., & Michael L. Kamil, Ph.D.

For early childhood educators, high-quality professional development can have an enormous positive impact on teaching practices—and boost young children’s outcomes and school readiness. But since early childhood teachers come from diverse backgrounds and educational levels, it can be a challenge to create effective, customized professional development programs for them. This is the book administrators and program directors need to meet that challenge and take the first critical steps toward improving their training practices.

Bringing together lessons learned from the eight top-performing programs to receive professional development grants from the Early Childhood Educator Professional Development Program in the U.S. Office of Elementary and Secondary Education, this book gives readers a valuable inside look at what's really working today. Program directors and administrators will fully explore the who, what, when, where, and how of high-quality, practice-based professional development:

- **Who benefits from it?** Examine characteristics of the early educator workforce and how to address their obstacles to professional development participation.
- **What practices are promising?** Explore proven models for choosing the right content.
- **Where should professional development happen?** Learn from successful approaches in various settings.
- **When and for how long should it take place?** Make sound decisions about the duration and timing of professional development.
- **How do you know it is working?** Discover the best ways to assess early childhood educators’ practices and monitor fidelity of implementation.

Throughout the book, cutting-edge research blends with vignettes and case studies from the eight successful programs—ideal models that readers can use as a starting point to improve their own practices. A breakthrough resource that will change the way early childhood educators are trained, this book will help programs lay the important groundwork for better professional development, better teachers, and better outcomes for all young children.

US$39.95 $35.96 | Stock Number: AF-70816
August 2010 • approx. 288 pages • 6 x 9 • paperback • ISBN 978-1-59857-081-6

To order, visit www.brookespublishing.com or call 1-800-638-3775
Use list code AF-70816 to receive your 10% discount
Preparing Teachers for the Early Childhood Classroom
Proven Models and Key Principles

Table of Contents

About the Editors
Contributors
Foreword   Dorothy S. Strickland
Preface
Acknowledgements

1. A Comprehensive Perspective on Early Childhood: Educator Professional Development
   Michael L. Kamil

I. Who Are Early Childhood Educators: Understanding the Needs, Challenges, and Opportunities
2. Emerging Research on Early Childhood Professional Development
   Martha Zaslow, Kathryn Tout, Tamara Halle, Jessica E. Vick Whittaker, and Bridget Lavelle
3. Beyond Babysitting: Challenges and Opportunities in Early Childhood Education
   Shira Peterson and Constance Valk

II. What Practices are Promising
4. Choosing Content
   Richard G. Lambert, Annette Sibley, and Robert L. Lawrence
5. Coaching: It's Not Just for Little League
   Sarah Jo Sandefur, Amye R. Warren, Anne B. Gamble, Jenny M. Hokombe, and Heather K. Hicks
6. Mentoring: More than a Promising Strategy
   Annette Sibley, Robert L. Lawrence, and Richard G. Lambert

III. Where Does Professional Development Occur?
7. Participatory Action Research: An Effective Methodology for Promoting Community-Based Professional Development
   Amy C. Baker and Shira M. Peterson
8. Professional Development in the Community College Setting
   Susan M. Doescher and Jennifer Knapp Beudert
9. Professional Development in Training Programs
   Jacqueline Hawkins, Courtney Crim, Jenifer Thornton, and Amye R. Warren
10. Professional Development in Culturally Diverse Settings
    Renee Rubin, John A. Sutterby, and James V. Hoffman

IV. When to Do It and How To Know It’s Working
11. Beyond How Much: What We Are Learning About Structuring Effective Early Childhood Professional Development
    Tamara Halle, Martha Zaslow, Kathryn Tout, Rebecca Starr, Julia Wessel, and Meagan McSwiggan
12. Measuring Early Childhood Educators’ Instructional Practices and Interactions
    Amye R. Warren, Jenny M. Hokombe, Sarah Jo Sandefur, Anne B. Gamble, and Heather K. Hicks
13. Online Logs: A Tool to Monitor Fidelity of Implementation in Large-Scale Interventions
    Tanya S. Wright
14. The Research We Have; The Research We Need
    Susan B. Neuman

Glossary
Index