

**National Task Force on Early Childhood Education for Hispanics**  
*Para Nuestros Niños*  
Annotated Bibliography

**Theme: *Teacher quality in early education***

Ackerman, D. J. (2003). *State's Efforts in Improving the Qualifications of Early Care and Education Teachers*: National Institute for Early Education Research.

This report is a comprehensive look at regulatory efforts at improving ECE teachers' qualifications; it looks at barriers to improving ECE teacher's qualifications, assistance in financial professional development efforts, early childhood educator professional development programs, NCLB, career lattices and other state efforts.

Chang, F., Early, D.M., & Winton, P.J. (2005). Early childhood teacher preparation in special education at 2-and 4-year institutions of higher education, *Journal of Early Intervention*. (Vol. 27, pp. 110-124).

The goal of this paper is to describe the extent to which early childhood teacher preparation programs are including early childhood special education/early intervention content and experiences as part of their core course and practicum requirements. While a large proportion of programs consider early childhood special educational early intervention to be a part of the mission of their program, the amount of coursework and practicum experience vary considerably by content area and level of degree offered by the program. Implications are offered for policy and future research.

Early, D., Pianta, R., & Cox, M. (1999). Kindergarten teachers and classrooms: A transition context. *Early Education and Development*, 10(1), 25-46.

A national sample of 3,595 kindergarten teachers reported on their use of 21 practices related to the transition of children into kindergarten in the 1996-1997 academic year and 15 barriers to implementing transition practices. Use of practices related to the transition into kindergarten was nearly universal.

Early, D. & Winton, P. (2001). Preparing the workforce: Early childhood teacher preparation at the 2- and 4-year institutions of higher education. *Early Childhood Research Quarterly*, 16, 285-306.

This paper presents data from a nationally representative survey of 438 chairs/directors of early childhood teacher preparation programs at 2- and 4-year Institutions of Higher Education (IHEs). Findings presented include faculty characteristics, course and practica requirements, comparisons between early childhood programs and the institutions as wholes, and challenges facing programs. Where appropriate, comparisons are made between 2- and 4-year schools. Results are discussed in terms of policy implications.

Eggers-Piérola, C. (2002). *Connections and commitments: A Latino-based framework for early childhood educators*. Education Development Center.

This document seeks to provide guidance to early childhood trainers and training institutions interested in building their capacity to respond to the Latino population. This framework is based on cultural values, principles, and best practices identified in successful programs and training materials, standards documents, a broad review of research and position papers, and the input of the Center for Children and Families at EDC consortium.

Ferguson, R. (2003). Teachers' perceptions and expectations and the black-white test score gap. *Urban Education, 38*(4), 460-507.

This article evaluates how schools can positively affect the test score gap between black and white students by examining two potential sources for this difference: teachers and students. Offers evidence for the proposition that teachers' perceptions, expectations, and behaviors interact with students' beliefs, behaviors, and work habits in ways that help to perpetuate the black-white test score gap.

Garcia, E. (1988). Instructional discourse style of an "effective" first grade teacher in an Hispanic classroom. *Early Child Development and Care, 38*, 119-132.

This study sought to identify what aspects of teacher-child interactions in an Hispanic classroom during formal instruction time were similar to previous conceptual treatments of teacher-child interactions by providing an analysis of a set of audio-video-recorded, teacher-child interactions in a highly selective classroom.

Garcia, E. (1991). Effective Instruction for language minority students: The teacher. *Journal of Education, 173*(2), 130-141.

This article attempts to identify teacher attributes which characterize "exemplary" teachers serving language minority students in the elementary school years.

Gándara, P. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences. And professional development needs.* Policy Analysis for California Education (PACE).

As long as students with limited English language skills have attended California schools a debate has raged among educators and policy-makers regarding how best to educate these children. A major focal point of this debate is bilingual education. That is, the viability, advisability, and effectiveness of using students' primary language in instruction. However, everyone agrees that ELs must learn English, learn it well, and meet rigorous standards. No matter what the method or program of instruction, teachers of English language learners need special skills and training to effectively accomplish this task. While this debate continues outside the classroom, inside the classroom teachers are called on to meet the challenge of teaching English learner students every day. This study sets out to ask teachers about their greatest challenges with regard to educating English learners, to analyze how these challenges vary according to factors such as teacher experience, training, and student need, and to discover the kinds of support they have--and need--for doing their jobs effectively.

Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language, *AMERICAN JOURNAL OF SPEECH-LANGUAGE PATHOLOGY* 12(1) 299-311.

This exploratory study investigated the outcome of in-service training on language facilitation strategies of childcare providers in day care centers. Sixteen caregivers were randomly assigned to experimental and control groups. Caregivers were taught to be responsive to children's initiations, engage children in interactions, model simplified language, and encourage peer interactions. At posttest, the experimental group waited for children to initiate, engaged them in turn-taking, used face to face interaction, and included uninvolved children more frequently than the control group.

Good, T. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education*, 38(4), 32-47.

In this article, the author discusses teacher expectation effects evidenced in the classroom. Particular attention is focused on the research that addresses teachers' expectations for and interactions with individuals believed to be of high or low potential. The author presents a model for use in understanding the dynamics of expectation communication in the classroom and highlights numerous studies relating teacher expectations with student behavior. The differential treatment of students by teachers is described by the author, with special attention given to how teachers express low expectations. This article concludes with a description of future research directions.

Hanushek, E., Kain, J., Rivkin, S. (1998). *Teachers, schools, and academic achievement*. Cambridge, MA: National Bureau of Economic Research.

This paper disentangles the separate factors influencing achievement with special attention given to the role of teacher differences and other aspects of schools. Unique matched panel data from the Harvard/UTD Texas Schools Project permit distinguishing between total effects and the impact of specific, measured components of teachers and schools. While schools are seen to have powerful effects on achievement differences, these effects appear to derive most importantly from variations in teacher quality.

Herzenberg, S., Price, M., & Bradley, D. (2005). *Declining Qualifications of early childhood educators threatens nation's future: U.S. Must Raise Teacher Standards to Help Children Succeed in School and In Life ---DRAFT*. Unpublished manuscript.

This report describes the educational qualifications of early childhood educators and how these qualifications have changed over time. Attention is paid primarily to two groups of staff. The first group consists of "early childhood educators" which includes occupations such as teachers, assistant teachers, and teacher's aids. The second group of staff includes only administrators and lead teachers. The data revealed that the share of center based early childhood educators with a college degree has plunged over time. Moreover, for teachers and administrators, the drop in college-degree attainment has been more extreme.

Horm-Wingerd, D., & Hyson, M. (2000). *New teachers for a new century: The future of early childhood professional preparation.* Washington, D.C.: National Institute on Early Childhood Development and Education.

Based on the view that a well-prepared teacher is one of the keys to young children's successful learning and development in early childhood settings, this book examines the nature and content of current early childhood professional preparation programs at the preservice level, describes high quality early childhood professional preparation, and examines the future for professional preparation at the baccalaureate level in early childhood education.

Kerlin, J., Reid, E., & Auer, J. (2004). Looking beyond government: The transfer of the T.E.A.C.H. early childhood model across states, *Charting Civil Society, 15*, 1-5. Examines the factors that supported, promoted, and challenged the transfer of T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Project to four states: Florida, Indiana, Pennsylvania, and Washington. T.E.A.C.H. is a federally- and state non-profit-funded program that seeks to improve the quality of child care by dispersing more than 15,000 annual scholarships.

Lekies, K. S., & Cochran M. (2002). *Early Childhood Workforce Preparation in New York State: A pilot Study:* Cornell Early Childhood Program.

This paper explored a number of issues central to early childhood teacher preparation in New York State. The paper described the educational "rungs" on the current occupational ladders in public school prekindergarten, childcare, and Head Start, with particular reference to the educational requirements attached to the various pathways. A second "fact-finding" aspect of the paper involved documenting the current capacity of higher education institutions in New York offering the Child Development Associate (CDA) credential and associate's, bachelor's and master's degree programs in early childhood teacher preparation, as well as assessing the capacity of these programs to meet the current and future needs of New York's early care and education system.

Lin, H., Lawrence, F., & Gorrell, J. (2003). Kindergarten teachers' views of school readiness for school. *Early Childhood Research Quarterly, 18*, 225-237.

The purpose of this study was to examine perceptions of children's readiness for school held by kindergarten teachers who had different training experiences and who are within different school contexts. Data from the ECLS-K were used in the analyses.

McMullen, M. B., & Alat, K. (2002). Education Matters in the Nurturing of the Beliefs of Preschool Caregivers and Teachers, *Early Childhood Research and Practice* (Vol. 4).

This study examined the relationship between educational background and the philosophical orientation of early childhood educators who worked as caregivers and teachers of preschoolers, ages 3 to 6 years. The highest level of education attained by the early childhood professionals and their educational background (whether specific to working with young children or not) were compared to their self-reported beliefs about best practice with young children, using developmentally appropriate practices (DAP) as

the philosophy for comparison. A significant, positive correlation was found between level of education and self-reported DAP beliefs scores.

National Council of La Raza (2005). *Achieving a high-quality preschool teacher corps: A focus on California*. Retrieved from [www.nclr.org](http://www.nclr.org)

The issue brief examines the urgent need for a preschool teacher workforce in California that effectively addresses the needs of Latino children. The report analyzes the state's current situation and makes recommendations for how state leaders can ensure that California has a diverse, well-prepared preschool teacher workforce.

Pianta, R., La Paro, K., Payne, C., Cox, M., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *The Elementary School Journal*, 102(3), 225-238.

Research reports on 223 observed public school kindergarten classrooms to describe classroom activities and child-teacher interactions and global classroom quality. It was found, among other observations, that the most frequently observed forms of activity were structured, teacher-directed activities and whole-group instruction. Findings pose implications for educational policies on class size and composition, and issues of equity in early school experiences.

Reguero de Atilas, J., & Allexsah-Snyder, M. (2002). Effective approaches to teaching young Mexican immigrant children. *Eric Digest*, EDO-RC-02-13.

This digest reviews proven educational strategies for working with Mexican and other immigrant children. Myths about the second-language learner and the complexity and lengthiness of the process of second-language acquisition are briefly discussed.

Ryan, S., & Ackerman D. J. (2004). *Creating a Qualified Preschool Teaching Workforce Part I Getting Qualified: A Report on the Efforts of Preschool Teachers in New Jersey's Abbott District to Improve their Qualifications*: National Institute for Early Education Research. The paper describes the Abbott vs. Burke (1998, 2000) Supreme Court decisions. These decisions ordered the 30 school districts serving the state's poorest students to embark on an ambitious reform agenda aimed at creating systems of high quality preschool for 3- and 4-year old children beginning in the 1999-2000 school year. All teachers in Abbott preschools must obtain a Bachelor's degree leading to teacher certification by September 2004. The findings describe the demographic characteristics of preschool teachers in New Jersey's Abbott Districts, as well as their salaries and teachers educational attainment.

Saluja, G. Early, D., & Clifford, R. (). *Characteristics of early childhood teachers and structural elements of early care and education in the United States*. Chapel Hill, NC: National Center for Early Development and Learning, University of North Carolina at Chapel Hill. This paper summarizes demographic information on early childhood programs and teachers of 3- and 4-year olds. Questionnaires were sent to a random sample of early childhood programs across the U.S. Data were collected on teacher characteristics, and

structural features (enrollment, class size, hours of operation, and ratio of teachers to students) of early childhood programs.

Schuhmann, A. M. (2002). *The Community College Role in Teacher Education: A case for collaboration*: American Association of Colleges for Teacher Education.

The paper focuses on teacher preparation and the important role of the community college. It mentions that there is a perceived inability of traditional 4-year colleges to respond to the quantity and quality of teachers needed. Their involvement is particularly important because over 50% of students of color begin higher education in these institutions. Community colleges enroll 42% of African Americans, and 55% of Hispanic students in higher education.

Stuhlman, M., & Pianta, R. (2001). Teachers' narratives about their relationships with children: Associations with behavior in classrooms. *School Psychology Review*, 31(2), 148-163. In this article, data are analyzed and reported regarding teachers' narratives concerning their relationships with children in relation to teacher's characteristics and observations of teachers' behavior with children in the classroom. The feature of teachers' responses to interview questions most frequently associated with classroom behavior was expressed negative emotion. Results are discussed in terms of the importance of understanding salient elements of the relationship between teachers and students.

Varisco de García, N., & García, E. (1996). Teachers for Mexican migrant and immigrant students: Meeting an urgent need. In J. LeBlanc Flores (Ed.), *Children of la frontera: Binational efforts to serve Mexican migrant and immigrant students*. Charleston, WV: ERIC.

In light of growing numbers of Mexican immigrants and other Spanish speakers in the United States, public schools must deal with shortages of certified bilingual teachers. This chapter describes efforts to address such shortages by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and other agencies of the U.S. Department of Education.