



An Annotated Bibliography on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood

Mariajosé Romero

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AN ANNOTATED BIBLIOGRAPHY ON POLICY LEVERS TO PROMOTE SOCIAL INCLUSION AND RESPECT FOR DIVERSITY IN EARLY CHILDHOOD

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Dr. Mariajosé Romero is associate research scientist at NCCP, where her research examines the intersections of class, race, ethnicity, gender, immigration status and ability in structuring disparities in early education and early school processes – specifically, early chronic school absenteeism, student mobility, teacher absenteeism and mobility – and child outcomes, as well as ways to redress those disparities through a social inclusion and respect for diversity framework.

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This annotated bibliography includes research and policy books, articles, reports, and other resources reporting findings and lessons learned on the viability and effectiveness of various policy strategies to infuse a social inclusion and respect for diversity (SI & RD) perspective in early childhood education in the U.S.

There has been in the past two decades a proliferation of efforts to: 1) establish policies that promote teachers' development of skills and knowledge to work with diverse children and families; attract a highly qualified, diversified early childhood workforce; 2) improve their working conditions and compensation; 3) equalize access to high quality ECE experiences; and 4) bridge the gap in child outcomes among racial, ethnic, and income groups. Equally important have been efforts to promote the formation of diversified leadership in the ECE field. These efforts are aimed in varying degrees at infusing a SI & RD perspective in ECE. Questions remain, however, regarding the quality of the research foundation in which those efforts rest; the extent to which their implementation is consistent with their underlying principles; their impact and cost-effectiveness at various levels (that is, child, peer group, family, teacher, classroom, organization, and community); their applicability and viability in different contexts; or how various policy levers are

interrelated and could be used in a coordinated way to support SI & RD goals.

The bibliography presents each citation followed by a brief description, organized according to the following broad topical categories:

- ◆ *Policies that Impact on the Early Childhood Education Workforce:* Training and certification; Training program accreditation; Professional standards of ethics; Recruitment and retention; Professional development;
- ◆ *Policies that Impact on the Early Childhood Education Setting:* Provider program licensing; Provider program accreditation; Quality Ratings and Improvement Systems;
- ◆ *Policies that Impact on Early Childhood Education Outcomes:* Early learning standards and guidelines; State assessments; and
- ◆ *Leadership in early Childhood Education.*

Because of the complexities of the issues involved, this resource does not include the literature on policy levers related to language of instruction and home language, nor those related to access to and financing of early childhood education in the U.S.

Policies that Impact on the Early Childhood Education Workforce

Training and Certification

- ◆ Dennehy, Julie. 2006. *Setting the Stage for a Youth Development Associate Credential*. Houston, TX: Cornerstones For Kids.
A review of efforts to create a professional credential for workers in out-of-school time child care programs.
- ◆ Florida Children's Forum. 2004. *From Research to Policy: Professional Development for Those Who Care for and Educate Florida's Children. Final Report for Research Conducted to Assess Post-Secondary Early Childhood Teacher Preparation Programs in Florida*. Tallahassee: Florida Children's Forum.
A study of the number and characteristics, including faculty and requirements, of programs in Florida offering early childhood teaching degrees, based on a survey of institutions of higher education.
- ◆ FPG Child Development Institute. 2007. *Preparing Culturally Competence Early Childhood Teachers FPG Snapshot No. 37*. Chapel Hill, NC: FPG Child Development Institute.
A summary of a study examining effective practices for helping early childhood educators develop cultural competency and improve their classroom learning environments.
- ◆ Jennings, Todd. 2007. Addressing Diversity in U.S. Teacher Preparation Programs: A Survey of Elementary and Secondary Programs' Priorities and Challenges from Across the United States of America. *Teaching and Teacher Education: An International Journal of Research and Studies* 23(8): 1258-1270.
A survey of how multicultural education is addressed in 142 public university elementary and secondary teacher preparation programs across the United States and of program coordinators' views of the challenges to including diversity topics.
- ◆ Lekies, Kristi. 2007. *Preparing Qualified Teachers for Infants and Toddlers: The Role and Function of Higher Education Teacher Preparation Programs. Cornell Early Childhood Program Policy Brief No. 2*. Ithaca, NY: Cornell University, College of Human Ecology, Early Childhood Program.
A discussion of the background and results of the New York Early Childhood Teacher Preparation Study in terms of recruiting early childhood education students to work with infants and toddlers, preparation for these students, and specific coursework required by programs to help these students develop specific skills.
- ◆ Lim, Chih-Ing. 2009. Cultural and Linguistic Diversity in Early Childhood Teacher Preparation: The Impact of Contextual Characteristics on Coursework and Practica. *Early Childhood Research Quarterly* 24(1): 64-76.
A study of the association between the amount of diversity coursework/practica in early childhood teacher preparation programs and the diversity of the area in which the program is located, the governance and type of program, the presence of non-white faculty, and the accreditation status of the program, based on existing data about 449 Bachelor's level teacher preparation programs.
- ◆ Lobman, Carrie. n.d. *Toward a Unified System of Early Childhood Teacher Education and Professional Development: Conversations with Stakeholders*. New York: Foundation for Child Development.
An examination of the experiences and perceptions of those involved in the creation of a new system of teacher preparation and professional development in New Jersey, based on focus group interviews with preschool teachers, professional development providers or administrators, teacher educators, and state policymakers.
- ◆ National Association for the Education of Young Children. 2001. *NAEYC Standards for Early Childhood Professional Preparation: Initial Licensure Programs*. Washington, DC: National Association for the Education of Young Children.
NAEYC's standards for the preparation of early childhood professionals, intended for higher

education programs that prepare practitioners at the initial licensure or certification level (usually a baccalaureate or master's degree).

- ◆ Ray, Aisha. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of Four-Year Undergraduate Teacher Preparation Programs*. New York: Foundation for Child Development.
A study of whether early childhood teacher bachelor's degree requirements meet the developmental and educational needs of children with special needs, racial and ethnic minority children, children from low-income families, immigrant children, and second language learners.
- ◆ Washington, Valora. 2008. *Role, Relevance, Reinvention: Higher Education in the Field of Early Care And Education*. Boston: Wheelock College, Aspire Institute.
A discussion of the role of early childhood credentials in qualifying the early childhood workforce, the relevance of higher education programs to quality caregiving, and the ability of higher education programs to adapt and meet the needs of the early childhood workforce.
- ◆ Whitebook, Marcy; Sakai, Laura; Kipnis, Fran; Almaraz, Mirella; Suarez, Esther; Bellm, Dan. 2008. *Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education: Year 1 Report*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.
Findings from the first year of a five-year longitudinal study of six cohorts of students participating in California early childhood education B.A. completion programs, in which small groups of students pursue a bachelor's degree together and receive support services.
- ◆ Whitebook, Marcy. 2005. *Time to Revamp and Expand: Early Childhood Teacher Preparation Programs in California's Institutions of Higher Education*. University of California, Berkeley, Center for the Study of Child Care Employment.
A survey of institutions of higher education that train adults to teach children under the age of five in California.

Training Program Accreditation

- ◆ Ray, Aisha. 2006. *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of State Boards of Higher Education and National Professional Accreditation Organizations*. New York: Foundation for Child Development.
A study of the diversity-related content and language in state boards' of higher education and professional accreditation organizations' early childhood teacher standards.

Professional Standards of Ethics

- ◆ Lochhead, Andrew. 2001. Reflecting on Professionalization in Child and Youth Care. *Child & Youth Care Forum* 30(2): 73-82.
A child care provider's personal reflections on the pursuit for professionalism (that is, child care provider training, qualifications, and ethics) in the child care field.
- ◆ Mattingly, Martha A. 1995. Developing Professional Ethics for Child and Youth Care Work: Assuming Responsibility for Quality of Care. *Child & Youth Care Forum* 24(6): 379-391.
A description of the development of professional ethics in the child and youth care field in North America.
- ◆ Mattingly, Martha A. 1995. Ethics of Child and Youth Care Professionals: A Code Developed by the Draft Committee for the International Leadership Coalition for Professional Child and Youth Care. *Child & Youth Care Forum* 24(6): 371-377.
A description of a code of ethics developed by North American Child and Youth Care to address the psychological, social, cultural, spiritual and biological needs of children and their families.
- ◆ National Association for the Education of Young Children. 2005. *Code of Ethical Conduct and Statement of Commitment*. Washington, DC: National Association for the Education of Young Children.

- ◆ University of California, Berkeley. Center for the Study of Child Care Employment. 2008. *Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment. A review of states' practices for developing a set of competencies for early childhood educators and feedback from California's early care and education field on developing a set of educator competencies for California.

Professional Development

- ◆ Erikson Institute. 2004. *The Field of Early Childhood Education Professional Development: Implications for Teaching, Research and Policy: Cantigny Conference Report*. Chicago: Erikson Institute. Proceedings of a conference on developing an early childhood education workforce in which every child has access to a teacher with a bachelor's degree.
- ◆ Hains, Ann H. 2000. *Moving Towards Cross-Cultural Competence in Lifelong Personnel Development: A Review of the Literature*. CLAS Technical Report No. 3. Champaign: University of Illinois at Urbana-Champaign. An exploration the early childhood intervention workforce, with a focus on the need for a culturally and linguistically diverse workforce to better suit the needs of children, and recommendations for such improvements.
- ◆ Lowenstein, Amy. E.; Ochshorn, Susan; Kagan, Sharon L.; Fuller, Bruce. 2004. *The Effects of Professional Development Efforts and Compensation on Quality of Early Care and Education Services. Policy Brief II*. Denver, CO: National Conference of State Legislatures. An examination of the professional development compensation of early childhood teachers with examples of state efforts and policy approaches for state decision makers to consider.

Recruitment and Retention

- ◆ Annie E. Casey Foundation. School Readiness, Culture, and Language Working Group. 2006. *Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce*. Oakland: California Tomorrow. A policy paper on the importance of increasing diversity in the child care and early education workforce.
- ◆ Center for Law and Social Policy. 2009. *Support a Diverse and Culturally Competent Workforce*. Washington, DC: Center for Law and Social Policy. State policy recommendations for recruiting, maintaining, and supporting a diverse and culturally competent child care and early education workforce.
- ◆ Enochty, Marie; Farris, Marcia; Sockabasin, Lisa; St. Victor, Nicole. 2005. *Essential to Quality: Supporting Cultural Competence in the Department of Early Education and Care Regulated Workforce*. Cambridge, MA: The Schott Fellowship in Early Care and Education. A discussion of the implications of increasing cultural and ethnic/racial diversity in Massachusetts for the cultural competence, training and professional development requirements of the child care and early education workforce.
- ◆ Holm, Just; Janairo, Rolland; Jordan, Theresa; Wright, Nida. (n.d.). *Where Are the Men? Promoting Gender Diversity in the Massachusetts Early Childhood Workforce*. Cambridge, MA: The Schott Fellowship in Early Care and Education, The CAYL Institute. A discussion of the status of men in early care and education in Massachusetts, in light of recent workforce development policy recommendations in the state.
- ◆ Kagan, Sharon L.; Brandon, Richard. N.; Ripple, Carol. H.; Maher, Erin J.; Joesch, Jutta M. 2002. Supporting Quality Early Childhood Care and Education: Addressing Compensation and Infrastructure. *Young Children* 57(3): 58-65.

A framework for determining the infrastructure cost of universal early care and education for young children and adequate compensation for caregivers.

- ◆ Matthews, Hannah. 2008. *Supporting A Diverse And Culturally Competent Workforce: Charting Progress For Babies In Child Care Research-Based Rationale. Recommendation No. 5*. Washington, DC: Center for Law and Social Policy.
An overview of research on the importance of a diverse and culturally competent child care and early education workforce for healthy child development, with policy recommendations for recruiting, maintaining, and supporting a diverse and culturally competent child care and early education workforce.
- ◆ United States Administration for Children and Families. Office of Planning, Research and Evaluation. 2007. *Working Towards a Recommended Common Core of Measures of Early Childhood Professional Development: Issues and Preliminary Recommendations: White Paper [Draft]*. Washington, DC: U.S. Administration

for Children and Families, Office of Planning, Research and Evaluation.

A survey of issues related to the limitations of existing measures of early childhood professional development, with preliminary recommendations for addressing areas of difficulty.

- ◆ Whitebook, Marcy; Kipnis, Fran; Bellm, Dan. 2008. *Diversity and Stratification in California's Early Care and Education Workforce. Research Brief*. Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.
A policy brief discussing the stratification by educational level and job role of the ethnic and linguistic diversity of California's ECE workforce, based on data from the Workforce Study.
- ◆ Whitebook, Marcy. 2003. Turnover Begets Turnover: An Examination of Job and Occupational Instability Among Child Care Center Staff. *Early Childhood Research Quarterly* 18(3): 273-293.
A longitudinal study in California looks at the high turnover rate of child care center staff and professional characteristics that may add to this problem.

Policies that Impact on the Early Childhood Education Setting

Provider Program Licensing and Regulations

- ◆ Afterschool Investments Project. 2006. *Promoting Quality In Afterschool Programs Through State Child Care Regulations*. Washington, DC: Finance Project.
A description of the challenges facing after school child care programs' attempts to comply with state child care licensing regulations, as well as ways in which licensing regulations can be used to promote program quality.
- ◆ American Academy of Pediatrics. 2002. *Caring For Our Children: National Health And Safety Performance Standards: Guidelines For Out-Of-Home Child Care. 2nd Ed*. Elk Grove Village, IL: American Academy of Pediatrics.
A comprehensive study of national health and

safety standards for children enrolled in out-of-home settings with child care providers.

- ◆ Ferrar, Heidi M. 1995. *Places for Growing: How to Improve Your Family Child Care Home*. Princeton, NJ: Mathematic Policy Research.
A discussion of family child care home environments, with recommendations for regulations and the improvement of quality.
- ◆ Fiene, Richard. n.d. *The Relationship of Accreditation and Licensing Standards, Training, and Child Development Outcomes*. Harrisburg: Pennsylvania State University, Capital Area Early Childhood Training Institute.
An analysis of the relationship of child development outcomes to child care center accreditation systems, staff training, and licensing standards.

- ◆ Hotz, V. Joseph. 2005. *The Impact of Minimum Quality Standards on Firm Entry, Exit and Product Quality: The Case of the Child Care Market*. NBER Working Paper Series No. 11873. Cambridge, MA: National Bureau of Economic Research.
A study of the impact of minimum standards, in the areas of staff child ratios and staff education, on the supply and quality of child care in geographical markets within the United States between 1987 and 1997.
- ◆ LeMoine, Sarah. 2004. *Do States Require Child Care Programs to Educate Children?: Infant/Toddler Rules to Assure Early Education and Strong Relationships*. Report No. 3. Champaign, IL: Clearinghouse on Early Education and Parenting.
An analysis of states' licensing standards for infant/toddler child care centers, examining if regulations mandate an educational program.
- ◆ Ochshorn, Susan., Kagan, Sharon L.; Carroll, Jude; Lowenstein, Amy E.; Fuller, Bruce. 2004. *Child Care and Early Education: The Effects of Regulation on the Quality of Early Care and Education*. Policy Brief III. Denver, CO: National Conference of State Legislatures.
A review of recent research and policy on child care and early education program regulation, including information on current state regulatory strategies and processes in areas such as staff child ratios, staff training, safety, and physical environments.

Provider Program Accreditation

- ◆ Adams, Diane B. 2002. *What Does National Accreditation Mean For Child Care? Brief & To The Point Issue Brief No. 10*. Madison: University of Wisconsin–Extension.
An examination of the differences between nationally accredited and non-accredited child care centers, and the state's role in accreditation.
- ◆ McDonald, Davida. 2007. *Elevating the Field: Using NAEYC Early Childhood Program Accreditation to Support and Reach Higher Quality in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

An overview of the National Association for the Education of Young Children (NAEYC) early childhood education program accreditation process and the ways in which the accreditation process can support improvements in child care and early education quality.

- ◆ Stuart, Barbara. 2002. *Credentialing and Accreditation in Home Child Care: A Review of the Literature*. Guelph, Ontario, Canada: University of Guelph, Center for Families, Work and Well-Being.
A literature review of resources discussing the varied approaches to the licensing and training of family child care providers in Canada.
- ◆ Zellman, Gail L. 1994. *Examining the Effects of Accreditation on Military Child Development Center Operations and Outcomes*. Santa Monica, CA: Rand Corporation.
A study assessing the value of military Child Development Center accreditation over the benefits associated with Department of Defense certification.

Quality Ratings and Improvement Systems

- ◆ Colbert, Judith A. 2002. *Regulating Dimensions of Quality in Early Care and Education: A Review of the Research [Seminar Edition]*. St. Paul, MN: National Association for Regulatory Administration.
A review of research on regulatable variables of child care program quality, and effects of regulatory activities, in the areas of staff qualifications, staff child ratios, group size, facilities, curricula, parental involvement, safety, health and nutrition.
- ◆ Elicker, James. 2007. *Paths to QUALITY: A Child Care Quality Rating System for Indiana: What is its Scientific Basis?*. West Lafayette, IN: Purdue University, Center for Families.
An analysis of the potential for quality standards in Paths to QUALITY, a proposed child care quality rating system for Indiana, to increase child care quality and improve child development outcomes, based on results from pilot sites and a review of research literature related to quality indicators in the standards.

- ◆ Mitchell, Anne W. 2005. *Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education*. Alexandria, VA: United Way of America, Success by 6.
A guide for implementing a community-wide or statewide Quality Rating System (QRS), including guidance for the early planning stage, the development and assessment of standards, the use of incentives to encourage quality improvement, the financing of the system, and the outreach to promote parental awareness of the system.
- ◆ National Association for the Education of Young Children. 2009. *NAEYC Quality Rating and Improvement Systems (QRIS) Toolkit*. Washington, DC: National Association for the Education of Young Children.
An overview of the features of child care and early education quality rating and improvement systems, with a discussion of issues to consider in their development.
- ◆ National Association for the Education of Young Children. 2009. *Quality Benchmark for Cultural Competence Project*. Washington, DC: National Association for the Education of Young Children.
A guide for incorporating culturally competent practices into state child care quality rating and improvement systems.
- ◆ National Professional Development Center on Inclusion. 2008. *Why Program Quality Matters for Early Childhood Inclusion: Recommendations For Professional Development*. Chapel Hill, NC: National Professional Development Center on Inclusion.
A discussion of child care and early education quality, with a focus on quality in inclusive programs, and incorporating dimensions of program quality into professional development efforts.
- ◆ United States. Administration for Children and Families. Office of Planning, Research and Evaluation. 2007. *Roundtable on Measuring Quality in Early Childhood and School-Age Settings: At the Junction of Research, Policy and Practice: Meeting Summary [Draft]*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.
A draft synopsis of the proceedings of a roundtable discussion, convened by the Child Care Bureau in December, 2006, in Washington, DC, about emerging issues in the area of state child care quality measures.
- ◆ Zellman, Gail L. 2008. *Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-Care Quality*. MG-650-QEL. Santa Monica, CA: Rand Corporation.
An evaluation of the Colorado Qualistar Early Learning quality rating and improvement system (QRIS), including: an assessment of system components and the relationships between them; a comparison of Qualistar measures to other established quality measures; and an examination of the association between quality improvements as measured by Qualistar components and children's socioemotional and cognitive outcomes.
- ◆ Zellman, Gail L. 2008. *Child-care Quality Rating and Improvement Systems in Five Pioneer States: Implementation Issues and Lessons Learned*. MG-795-AECF/SPF/UWA. Santa Monica, CA: Rand Corporation.
A study of the quality rating and improvement systems (QRIS) in five early QRIS-adopting states, including descriptions of: the theory of action underlying QRISs; each state's system, including the aspects of quality included in the system; the development of each state's system; and challenges facing system designers and lessons learned from these states, all based on in-depth interviews with 4 key stakeholders in each state.

Policies that Impact on Early Childhood Education Outcomes

Early Learning Standards and Guidelines

- ◆ Chang, Hedy Nai-Lin. 2008. *Crafting Early Learning Standards for a Multi-ethnic Society: Lessons Learned from Washington and Alaska*. St. Paul, MN: Build Initiative
An overview and discussion of Washington State's and Alaska's experiences addressing cultural and language issues in the development of early learning standards.
- ◆ Dozier, Janet. 2005. *A Study of Assessment Policies and Practices of Directors in Pre-kindergarten Programs in West Virginia*. Unpublished doctoral dissertation, West Virginia University, Morgantown.
A survey-based investigation of West Virginian prekindergarten directors' perceptions of the importance of the National Association for the Education of Young Children's developmentally appropriate assessment guidelines and their practices in terms of guideline implementation.
- ◆ Kagan, Sharon L.; Scott-Little, Catherine. 2004. Early Learning Standards: Changing the Parlance and Practice of Early Childhood Education. *Phi Delta Kappan* 85(5): 388-396.
A discussion of how the question of "What should students know and be able to do?" shaped the era of standards and accountability and impacted on the education of young children.
- ◆ Kagan, Sharon L.; Scott-Little, Catherine. 2007. Reaching for the Whole: Integration and Alignment in Early Education Policy. In Pianta, Robert C.; Cox, Martha J.; Snow, Kyle L. 2007. *School Readiness and the Transition to Kindergarten in the Era of Accountability*. Baltimore: Paul H. Brookes, 11-30.
A discussion of the need for the shift in early childhood services from care to education to be accompanied by a subsequent change in accountability measures and the revision of educational policies.
- ◆ Neuman, Susan. B.; Roskos, Kathleen. 2005. The State of State Pre-Kindergarten Standards. *Early Childhood Research Quarterly* 20(2): 125-145.
A discussion of recent federal efforts calling states to develop early learning standards for preschool children in language, literacy and mathematics, the standards formulated by 43 states, and the need to ground those efforts in research as well as to reflect age-appropriate outcomes.
- ◆ Petersen, Sandra H. 2008. *Early Learning Guidelines for Infants and Toddlers: Recommendations for States*. Washington, DC: Zero to Three Policy Center.
A series of recommendations for state policy-makers creating infant and toddler learning guidelines.
- ◆ Scott-Little, Catherine; Kagan, Sharon. L.; Frelow, Victoria S. 2003. *Standards for Preschool Children's Learning and Development: Who Has the Standards, How Were They Developed, and How Were They Used ?* Greensboro, North Carolina: University of North Carolina, SERVE.
A content analysis of early learning standards documents developed by state-level organizations.
- ◆ Scott-Little, Catherine; Lesko, Jim; Martella, Jana; Milburn, Penny. 2007. Early Learning Standards: Results from a National Survey to Document Trends in State-level Policies and Practices. *Early Childhood Research and Practice* 9(1): 1-22.
An exploration of the development and implementation of early learning guidelines, outlining the expectations for what preschool children should know and be able to do prior to entering kindergarten, based on data from a national survey.
- ◆ Scott-Little, Catherine; Kagan, Sharon L. 2008. *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*. Greensboro: University of North Carolina at Greensboro, Department of Human Development and Family Studies.
An analysis of the organization and content of state early learning guidelines (ELGs) for infants and toddlers, based on coding ELG documents.

- ◆ Kagan, Sharon L.; Britto, Pia Rebello; Engle, Patrice. 2005. Early Learning Standards: What Can America Learn? What Can America Teach? *Phi Delta Kappan* 87(3): 205.
A discussion of how lessons learned from the UNICEF-funded Going Global Project can contribute to the advancement of the standards movement in early care and education in the U.S.
- ◆ Wright, Michelle S. 2007. *Culture and Language Elements within Nine State Early Learning Standards Documents*. Cross Lanes, WV: Build Initiative.
A description of states' recognition of cultural and language components of early education as reflected in early learning standards in nine states.
- ◆ Kauerz, Kristie. 2006. *K-2 Standards and Assessments: A 50-State Review*. Philadelphia: National Early Childhood Accountability Task Force.
A descriptive study of each state's kindergarten, first grade, and second grade content standards and mandatory assessments.
- ◆ National Research Council. 2008. *Early Childhood Assessment: Why, What, and How?* Washington, DC: National Academies Press.
A discussion of developmental outcomes for children from birth to age five and a review of instruments used in developmental assessment.
- ◆ Scott-Little, Catherine; Kagan, Sharon. L.; Clifford, Richard M. 2003. *Assessing the State of State Assessments: Perspectives on Assessing Young Children*. Greensboro, North Carolina: University of North Carolina, SERVE.
The report of a symposium gathering professionals working with state assessment systems to discuss common challenges and share ideas.

State Assessments

- ◆ Hardy, Phyllis. 2007. *Initiating Statewide Assessment in Early Education and Care: Opportunities and Challenges*. Cambridge, MA: Schott Fellowship in Early Care and Education.
A summary of a study of participants' experiences in a Massachusetts pilot program for preschools to develop or create child assessment systems.

Leadership in Early Childhood Education

- ◆ Kagan, Sharon L.; Hallmark, Lynda G. 2001. Cultivating Leadership in Early Care and Education. Reaping the Harvest of a New Approach to Leadership. *Child Care Information Exchange* 140, 7-12.
A discussion of definitions of leadership in early childhood education, in light of organizational leadership theories and considerations of diversity and equity.
- ◆ Kagan, Sharon L.; Bowman, Barbara T. (eds.). 1997. *Leadership in Early Care and Education*. Washington, DC: National Association for the Education of Young Children.
An edited collection of articles on definitions, constraints, possibilities, and the actual challenges of creating leadership capacity in early childhood education.
- ◆ Lee, Wendy. 2008. ELP: Empowering the Leadership in Professional Development Communities. *European Early Childhood Education Research Journal* 16(1): 95-106.
A description of the Educational Leadership Project (ELP), a professional development program supporting the educators implementing Te Whariki, New Zealand's early childhood curriculum, and an account of the cultural inspiration for ELP's development.



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