

The Quality Enhancement Initiative



December 2012

Work in progress...

Becoming a good teacher takes a long time. For many teachers they started the process as a child; playing school/teacher with their friends. 'During the time before teachers enter the field they have already formed very clear images of what a teacher does... and yet they have only very dim memories of the time before third grade?' (Rust; *Shaping New Models for Early Childhood Teacher Education*) So what implications does that have on how early childhood professionals gain the knowledge they need to teach young children?

According to NAEYC Standards for Early Childhood Professional Preparation, "[ECE] students are continuous, collaborative learners who make informed decisions that integrate knowledge from a variety of sources." The understanding is that teachers will continue to improve their craft and grow in their knowledge of early childhood. Research tells us that specialized training and education of teachers is one of the strongest predictors of child care quality (Kontos, 1995) NAEYC writes in their framework for professional development that teaching staff should have ongoing training in the programs curriculum, assessment tools as well as training to work with children of diverse backgrounds and special needs. The 2000 U.S. Census indicates, this country's population of young children will continue to become more diverse (*Embracing Diversity, November 2005*) and many teachers do not feel prepared to support the learning of the children they find in their classrooms. Establishing the expectation that every early childhood educator, regardless of position, job title or responsibility will be a lifelong learner is fundamental to the future of our field. (Albrecht/Engel, 2007) There is no quick-fix... it requires everyone to remember that just like the children, we are all a work in progress.



What Best Practice has to say...

- Teachers should have specialized training that prepares them to work with diverse families. (NAEYC 6.A.07, NAFCC 5.6)
- All teachers should be trained in the curriculum and assessment methods used by the program (NAEYC 6.A.08, 6.A.11)
- Course work or training should be specific to the age and needs of the children they teach. (NAEYC 6.A.10)
- Specific training should provide teachers with information on how to support children with special needs. (NAEYC 6.A.12, NAFCC 5.7)

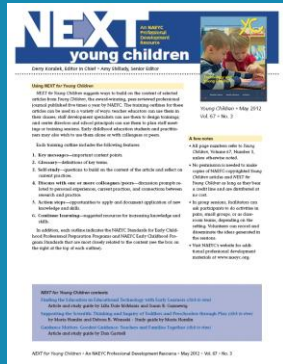
This month's topic is Standard 6- Teachers. We will have guests from Tulsa Community College and Tulsa Technology Center's Early Childhood Programs. Bring your portfolios and questions. **LUNCH WILL BE PROVIDED.** All are welcome.

December 18th, 12-2

Spirit Bank (18th and Baltimore Branch-Conference Room)

1800 South Baltimore Avenue, Tulsa, 74119

For more information go to [QEI Program Directors Meetings](#)

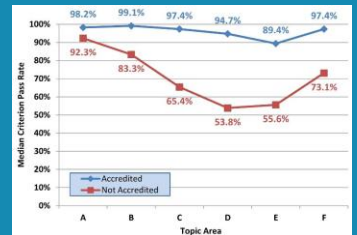


Did you know?

NAEYC is now offering study guides for many of the articles found in Young Children and Teaching Young Children. Look for **NEXT-YC** and **NEXT- TYC** at [NAEYC.org](#), a NAEYC professional development resource.

Find out more!

NAEYC has issued its latest [Trend Briefs](#) evaluating Accreditation Standards across programs. The research shows what criteria were most predictive of success in achieving and maintaining accreditation. Log in to [Torch](#) for more information.



Tulsa's Quality Enhancement Initiative (QEI) provides programs and intensive, on-going support that includes training, technical assistance, and funds/materials to improve and maintain the quality of care and education that young children and families receive. Programs that access this support include traditional child care programs, family child care homes, faith based, non-profit and for profit, as well as Early Head Start/Head Start and public pre-k classrooms. The QEI accomplishes this using NAEYC's Standards and Criteria of best practice for early childhood programs and NAFCC's Standards of best practice for family child care homes. **Program quality improvement** is an essential element for elevating young children's well being and early learning opportunities. *Tulsa's QEI is the only NAEYC recognized Accreditation Facilitation Project in the state of Oklahoma.* We recognize that quality is a process that is achieved over time and with regular maintenance.

For more information about the Quality Enhancement Initiative or to speak to an Accreditation Specialist please [Contact Us](#) or join us at our [Program Directors meetings](#).

Sincerely,

The Quality Enhancement Initiative Team
Child Care Resource Center