

# ECTA Center

## Personnel/Workforce References for Systems Framework by Sub-Categories

Last Updated – April 13, 2016

(\* indicates that the item is included under more than one category)

### Diversity

- Agnew, M., Mertzman, T., Longwell-Grice, H., & Saffold, F. (2008). Who's in, who's out: Examining race, gender and the cohort community. *Journal of Diversity in Higher Education*, 1(1), 20-32. Retrieved from <https://www.uww.edu/Documents/colleges/coeps/academics/Who's%20In,%20Who's%20Out%20Examining%20Race,%20Gender%20and%20the%20Cohort%20Community.pdf>
- Chu, M., Martinez-Griego, B., & Cronin, S. (2010). A Head Start/College partnership: Using a culturally and linguistically responsive approach to help working teachers earn degrees. *Young Children*, 65(4), 24-29.
- \*Lim, C., & Able-Boone, H. (2005). Diversity competencies within early childhood teacher preparation: Innovative practices and future directions. *Journal of Early Childhood Teacher Education*, 26(3), 225-238.
- Matthews, H. (2011). *Meeting the early learning challenge: Supporting English language learners*. Retrieved from <http://www.clasp.org/admin/site/publications/files/ellsandelc.pdf>

### Effective PD Strategies - Coaching, Mentoring, Virtual app.

- Bell, B.S. & Kozlowski, S.W.J. (2007). Advances in technology-based training [electronic version]. In S. Werner (Ed.), *Managing human resources in North America* (pp. 27-43). Abingdon, UK: Routledge. Retrieved from <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1422&context=articles>
- Billingsley, B. S., Griffin, C. C., Smith, S. J., Kamman, M. & Israel, M. (2009). *A review of teacher induction in special education: Research, practice, and technology solutions (executive summary)*. Retrieved from [http://ncipp.education.ufl.edu/files\\_5/NCIPP%20Induction%20Exc%20Summ.pdf](http://ncipp.education.ufl.edu/files_5/NCIPP%20Induction%20Exc%20Summ.pdf)
- Billingsley, B. S., Griffin, C. C., Smith, S. J., Kamman, M. & Israel, M. (2009). *A review of teacher induction in special education: Research, practice, and technology solutions*. Retrieved from [http://ncipp.education.ufl.edu/files\\_6/NCIPP\\_Induc\\_010310.pdf](http://ncipp.education.ufl.edu/files_6/NCIPP_Induc_010310.pdf)
- \*Buysse, V., & Wesley, P. W. (2004). A framework for understanding the consultation process: Stage-by-stage. *Young Exceptional Children*, 7(2), 2-9.

- \*Campbell, P. H., Chiarello, L., Wilcox, M. J., & Milbourne, S. (2009). Preparing therapists as effective practitioners in early intervention. *Infants & Young Children, 22*(1), 21-31.
- Chen, D., Klein, M. D., & Minor, L. (2009). Interdisciplinary perspectives in early intervention: Professional development in multiple disabilities through distance education. *Infants & Young Children, 22*(2), 146-158.
- Dinnebeil, L., Buysse, V., Rush, D., & Eggbeer, L. (2008). Becoming effective collaborators and change agents. In P. J. Winton, J. McCollum & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 227-245). Washington, DC: Zero To Three.
- Dunst Carl J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164–176.
- FPG Child Development Institute. (2008). Early developments: Profession development & teacher-child interactions. *Early Developments, 12*(1), 1-23. Retrieved from [http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/early-developments/FPG\\_EarlyDevelopments\\_v12n1.pdf](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/early-developments/FPG_EarlyDevelopments_v12n1.pdf)
- Fox, L., Hemmeter, M. L., Snyder, P., Binder, D., & Clarke, S. (2011). Coaching early childhood educators to implement a comprehensive model for the promotion of young children's social competence. *Topics in Early Childhood Special Education, 31*, 178-192. doi:10.1177/0271121411404440
- Friedman, M., & Woods, J. (2012). Caregiver coaching strategies for early intervention providers moving toward operational definitions. *Infants and Young Children, 25*(1), 62-82.
- \*Gallagher, J. J. (2006). Personnel preparation and technical assistance. In J. J. Gallagher (Ed.), *Driving change in special education* (pp. 83-102). Baltimore: Brookes.
- \*Garet, M. S., Birman, B. F., Porter, A. C., Desimone, L., & Herman, R. (1999). *Designing effective professional development: Lessons from the Eisenhower program*. Washington, DC: American Institutes for Research.
- Head Start Bureau. (2001). *Putting the PRO in protege: A guide to mentoring in Head Start and Early Head Start*. Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/eclkc\\_bookstore/pdfs/pro\\_in\\_protege.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/eclkc_bookstore/pdfs/pro_in_protege.pdf)
- Hemmeter, M. L., Snyder, P., Kinder, K., & Artman, K. (2011). Impact of e-mail performance feedback on preschool teachers' use of descriptive praise. *Early Childhood Research Quarterly, 26*, 96-109. doi:10.1016/j.ecresq.2010.05.004
- \*Ingersoll, R., & Kralik, J. M. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/50/36/5036.pdf>

- Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://literacy.kent.edu/coaching/information/Research/randd-engaged-joyce.pdf>
- \*Kagan, S. L., Kauerz, K., & Tarrant, K. (2007). Tier three: Systems and systemic effects. In S. L. Kagan, K. Kauerz & K. Tarrant (Eds.), *The early care and education teaching workforce at the fulcrum: An agenda for reform*. (pp. 114-128). New York: Teachers College Press.
- Klein, L. G., & Gomby, D. (2008). Appendix C: A synthesis of federally-funded studies on school readiness: What are we learning about professional development? In National Center for Children in Poverty, Mailman School of Public Health, Columbia University & Abt Associates Inc. (Eds.), *Proceedings from a working meeting on recent school readiness research: Guiding the synthesis of early childhood research* (pp. 1-46). Washington D.C.: U.S. Department of Health and Human Services. Retrieved from <http://aspe.hhs.gov/hsp/10/schoolreadiness/apc.shtml>
- Kucharczyk, S., Shaw, E., Myles, B. S., Sullivan, L., Szidon, K. & Tuchman-Ginsberg, L. (2012). *Guidance & coaching on evidence-based practices for learners with autism spectrum disorders*. Retrieved from [http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NPDC\\_Coaching\\_Manual.pdf](http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NPDC_Coaching_Manual.pdf)
- \*National Association for the Education of Young Children. (2012). *Strategic directions: Technical assistance professionals in state early childhood professional development systems*. Retrieved from [http://www.naeyc.org/files/naeyc/TA\\_Professionals.pdf](http://www.naeyc.org/files/naeyc/TA_Professionals.pdf)
- \*National Center on Child Care Professional Development Systems & Workforce Initiatives. (2013). *Quick look: State technical assistance professional specialized knowledge and competencies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/quick-look-state-technical-assistance-professional-specialized-knowledge-and-competencies>
- \*National Center on Child Care Professional Development Systems and Workforce Initiatives. (2013). *State/Territory technical assistance systems: Fit and feasibility checklist*. Retrieved from [http://qrisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20\(Final%20-%20June%202013\)\\_0.pdf](http://qrisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20(Final%20-%20June%202013)_0.pdf)
- \*National Center to Inform Policy and Practice in Special Education Professional Development. (2010). *Reshaping induction policies and programs: Using novice special education teachers' perceptions*. Retrieved from [http://ncipp.education.ufl.edu/files\\_9/policymakers/PII-2%20Reshaping%20Induction%20Policies%20and%20Programs.pdf](http://ncipp.education.ufl.edu/files_9/policymakers/PII-2%20Reshaping%20Induction%20Policies%20and%20Programs.pdf)
- \*National Professional Development Center on Inclusion. (2011). *The planning matrix for early childhood professional development*. Retrieved from <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/PD-Planning-Matrix-2012.pdf>

- Nelson, C., Lindeman, D. P., & Stroup-Rentier, V. (2011). Supporting early childhood special education personnel for itinerant service delivery through a state-level technical assistance project. *Journal of Early Childhood Teacher Education*, 32(4), 367-380.
- \*Neuman, S. B., & Kamil, M. L. (Eds.). (2010). *Preparing teachers for the early childhood classroom: Proven models and key principles*. Baltimore: Brookes.
- Office of Head Start, & Office of Child Care. (2011). *A guide to effective consultation with settings serving infants, toddlers, and their families: Core knowledge, competencies, and dispositions*. Retrieved from [http://www.acf.hhs.gov/sites/default/files/assets/2011\\_effective\\_consultation.pdf](http://www.acf.hhs.gov/sites/default/files/assets/2011_effective_consultation.pdf)
- Pianta, R. C., Hamre, B. K., & Hadden, D. S. (2012). Scaling up effective professional development. In C. Howes, B. K. Hamre & R. C. Pianta (Eds.), *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 191-212). Baltimore: Brookes.
- Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 23(1), 431-451.
- Salisbury, C. L., & Cushing, L. S. (2013). Comparison of triadic and provider-led intervention practices in early intervention home visits. *Infants and Young Children*, 26(1), 28-41.
- \*Snyder, P. A., Denney, M. K., Pasia, C., Rakap, S., & Crowe, C. (2011). Professional development in early childhood intervention: Emerging issues and promising approaches. In C. Groark, & L. A. Kaczmarek (Eds.), *Early childhood intervention: Shaping the future for children with special needs and their families: Vol. 3. emerging trends in research and practice* (pp. 169-204). Santa Barbara, CA: Praeger.
- State Implementation & Scaling-up of Evidence-Based Practices Center. (2012). *Training plan template*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TrainingPlanTemplate.pdf>
- State Implementation & Scaling-up of Evidence-Based Practices Center. (2009). *Coaching system development worksheet*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-CoachingSystemDevelopmentWorksheet.pdf>
- Smith, S., Robbins, T., Schneider, W., Kreader, J. L., & Ong, C. (2012). *Coaching and quality assistance in quality rating improvement systems: Approaches used by TA providers to improve quality in early care and education programs and home-based settings*. New York City: National Center for Children in Poverty. Retrieved from [http://www.nccp.org/publications/pub\\_1047.html](http://www.nccp.org/publications/pub_1047.html)

- Strong, M. (2007). Teacher induction, mentoring, and retention: A summary of the research. *The New Educator*, 1(3), 181-198.
- \*Trivette, C. M., Dunst, C. J., Hamby, D. W. & O'Herin, C. E. (2009). *Characteristics and consequences of adult learning methods and strategies*. Retrieved from [http://tnt.asu.edu/files/AdultLearning\\_rev7-04-09.pdf](http://tnt.asu.edu/files/AdultLearning_rev7-04-09.pdf)
- Trivette, C. M., Raab, M., & Dunst, C. J. (2012). Steps to successful professional development in Head Start. *NHSA Dialog*, 15(1), 127-134.
- \*U.S. Department of Health and Human Services, Office of Early Childhood Development. (September 2013). *Workforce initiatives in Race to the Top - Early Learning Challenge program annual performance reports*. Washington, DC: Author. Retrieved from [https://www.acf.hhs.gov/sites/default/files/ecd/workforce\\_initiatives\\_in\\_rtt\\_elc\\_program\\_aprs\\_508c\\_final.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/workforce_initiatives_in_rtt_elc_program_aprs_508c_final.pdf)
- Wesley, P. W., & Buysse, V. (2010). Rethinking technical assistance to support quality improvement. In P. Wesley, & V. Buysse (Eds.), *The quest for quality: Promising innovations for early childhood programs* (pp. 131-164). Baltimore: Brookes.
- \*Winton, P. (2013). Professional development: Supporting the evidence-based early childhood practitioner. In V. Buysse, & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention (RTI) in early childhood* (pp. 325-338). Baltimore: Brookes.
- Zaslow, M., Tout, K., Halle, T., Whittaker, J. V., & Lavelle, B. (2010). *Toward the identification of features of effective professional development for early childhood educators: Literature review*. Washington, D.C.: U.S. Department of Education. Retrieved from <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>

## Evaluation

- Bruder, M. B., Dunst, C., & Mogro-Wilson, C. (2011). Confidence and competence appraisals of early intervention and preschool special education practitioners. *International Journal of Early Childhood Teacher Education*, 3, 13-37. Retrieved from [http://www.uconnucedd.org/pdfs/projects/per\\_prep/ConfidAndCompet-Bruder\\_Dunst\\_Mogro-Wilson%202011.pdf](http://www.uconnucedd.org/pdfs/projects/per_prep/ConfidAndCompet-Bruder_Dunst_Mogro-Wilson%202011.pdf)
- Coffman, J. (2007). *A framework for evaluating systems initiatives*. Boston: The Build Initiative. Retrieved from <http://mchb.hrsa.gov/programs/earlychildhood/comprehensivesystems/resources/2008meeting/framework.pdf>
- Dunst, C. J., & Raab, M. (2010). Practitioners' self-evaluations of contrasting types of professional development. *Journal of Early Intervention*, 32(4), 239-254.
- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45. Retrieved from <http://www.ascd.org/publications/educational->

[leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx](http://www.naep.org/leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx)

- \*Guskey, T. R. (2009). Closing the knowledge gap on effective professional development. *Educational Horizons*, 87(4), 224-233. Retrieved from <http://designingexcellentspd.wikispaces.com/file/view/Guskey+2009+Closing+the+gap+on+effective+pd.pdf>
- \*Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, 90(7), 495-502. Retrieved from <http://www.kappanmagazine.org/content/90/7/495.abstract>
- \*Kagan, S. L., Kauerz, K., & Tarrant, K. (2007). ECE teacher qualifications and effectiveness. In S. L. Kagan, K. Kauerz & K. Tarrant (Eds.), *The early care and education teaching workforce at the fulcrum: An agenda for reform*. (pp. 41-59). New York: Teachers College Press.
- Killion, J. (2005/2006). Evaluating the impact of professional development in eight steps. *The Evaluation Exchange: A Periodical on Emerging Strategies in Evaluation*, 11(4), 5. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development/evaluating-the-impact-of-professional-development-in-eight-steps>
- \*Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P. J. Winton, J. McCollum & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13-51). Washington, DC: Zero to Three.
- \*Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P. J. Winton, J. McCollum & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13-51). Washington, DC: Zero to Three.
- \*Whitebook, M., Sakai, L., Kipnis, F., Almaraz, M., Suarez, E., & Bellm, D. (2008). *Learning together: A study of six B.A. completion cohort programs in early care and education (year 1 report)*. Berkeley: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment. Retrieved from [http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/07/learning\\_together08.pdf](http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/07/learning_together08.pdf)

## PD Characteristics, Components, Research

- \*Barbour, N., & Lash, M. (2009). The professional development of teachers of young children. In S. Feeney, A. Galper & C. Seefeldt (Eds.), *Continuing issues in early childhood education* (3rd ed., pp. 158-183). Upper Saddle River, NJ: Pearson Education, Inc.
- Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.

- Blase, K. (2009). *Technical assistance to promote service and system change*. (Roadmap to Effective Intervention Practices No. #4). Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children. Retrieved from [http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap\\_4.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_4.pdf)
- Bruder, M. B., Mogro-Wilson, C., Stayton, V. D., & Dietrich, S. L. (2009). The national status of in-service professional development systems for early intervention and early childhood special education practitioners. *Infants and Young Children, 22*(1), 13-20.
- Bruner, C. (2011). *A framework for state leadership and action in building the components of an early childhood system*. Boston, MA: BUILD Initiative.
- Buyse, V., & Hollingsworth, H. L. (2009). Program quality and early childhood inclusion: Recommendations for professional development. *Topics in Early Childhood Special Education, 29*(2), 119-128.
- \*Buyse, V., & Wesley, P. W. (2004). A framework for understanding the consultation process: Stage-by-stage. *Young Exceptional Children, 7*(2), 2-9.
- Buyse, V., Winton, P. J., & Rous, B. (2009). Reaching consensus on a definition of professional development for the early childhood field. *Topics in Early Childhood Special Education, 28*(4), 235-243.
- \*Child Care Technical Assistance Network. (2013). *A tool to assess the alignment of State/Territory PD systems and QRIS*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/130627\\_pdqris\\_assessment\\_alignment\\_tool\\_final\\_1.pdf](https://childcareta.acf.hhs.gov/sites/default/files/130627_pdqris_assessment_alignment_tool_final_1.pdf)\*
- [See 2010 version under: National Child Care Information and Technical Assistance Center. (2010). *A tool to assess the alignment of state PD systems and QRIS*. Vienna, VA: Author.
- Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cochran-Smith, M., & Zeichner, K., M. (2005). Executive summary. In M. Cochran-Smith, & K. Zeichner M. (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 1-36). Mahwah: Erlbaum.
- Connors-Tadros, L., & Carlson, B. C. (2011). Integrating quality rating systems and professional development systems in early childhood. In C. Howes, & R. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states* (pp. 25-46). Baltimore: Brookes.
- Diamond, K.E., Justice, L.M., Siegler, R.S., & Snyder, P.A. (July 2013). *Synthesis of IES research on early intervention and early childhood education (NCSE 2013-3001)*. Retrieved from <http://ies.ed.gov/ncser/pubs/20133001/pdf/20133001.pdf>

- Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16-20. Retrieved from <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Change-Leader.aspx>
- \*Garet, M. S., Birman, B. F., Porter, A. C., Desimone, L., & Herman, R. (1999). *Designing effective professional development: Lessons from the Eisenhower program*. Washington, DC: American Institutes for Research.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- \*Guskey, T. R. (2009). Closing the knowledge gap on effective professional development. *Educational Horizons*, 87(4), 224-233. Retrieved from <http://designingexcellentspd.wikispaces.com/file/view/Guskey+2009+Closing+the+gap+on+effective+pd.pdf>
- \*Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, 90(7), 495-502. Retrieved from <http://www.kappanmagazine.org/content/90/7/495.abstract>
- Hamre, B. K., & Hatfield, B. E. (2012). Conclusion: Moving evidence-based professional development into the field: Recommendations for policy and research. In C. Howes, B. K. Hamre & R. C. Pianta (Eds.), *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 213-228). Baltimore: Brookes.
- Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., & Soliday-Hone, S. (2011). Ensuring effective teaching in early childhood education through linked professional development systems, quality rating systems and state competencies: The role of research in an evidence-driven system. In C. Howes, & R. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states* (pp. 151-170). Baltimore: Brookes.
- Howes, C., & Pianta, R. (2011). *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states*. Baltimore: Brookes.
- Hyson, M., & Whittaker, J. V. (2011). Professional development in early childhood systems. In M. Zaslow, I. Martinez-Beck, K. Tout & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 104-118). Baltimore: Brookes.
- Kagan, S. L., & Kauerz, K. (2012). *Early childhood systems: Transforming early learning*. New York: Teachers College Press.
- \*Kagan, S. L., Kauerz, K., & Tarrant, K. (2007). ECE teacher qualifications and effectiveness. In S. L. Kagan, K. Kauerz & K. Tarrant (Eds.), *The early care and education teaching workforce at the fulcrum: An agenda for reform*. (pp. 41-59). New York: Teachers College Press.



- \*Kagan, S. L., Kauerz, K., & Tarrant, K. (2007). Tier three: Systems and systemic effects. In S. L. Kagan, K. Kauerz & K. Tarrant (Eds.), *The early care and education teaching workforce at the fulcrum: An agenda for reform*. (pp. 114-128). New York: Teachers College Press.
- LeMoine, S. (2008). *Workforce designs: A policy blueprint for state early childhood professional development systems*. Retrieved from [http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce\\_Designs.pdf](http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf)
- National Association for the Education of Young Children. (2008). *State policy blueprint planning guide*. Retrieved from <http://www.naeyc.org/files/naeyc/file/policy/ecwsi/PolicyBlueprintPlanningGuide.pdf>
- National Association for the Education of Young Children. (2009). *Workforce designs: A policy blueprint for state early childhood professional development systems*. Retrieved from [http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce\\_Designs\\_Brief.pdf](http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs_Brief.pdf)
- \*National Association for the Education of Young Children. (2012). *Strategic directions: Technical assistance professionals in state early childhood professional development systems*. Retrieved from [http://www.naeyc.org/files/naeyc/TA\\_Professionals.pdf](http://www.naeyc.org/files/naeyc/TA_Professionals.pdf)
- National Association for the Education of Young Children, & Alliance for Early Childhood. (2011). *Early childhood education professional development: Adult education glossary*. Retrieved from [http://www.naeyc.org/files/naeyc/Adult\\_Education\\_Glossary\\_0.pdf](http://www.naeyc.org/files/naeyc/Adult_Education_Glossary_0.pdf)
- National Association for the Education of Young Children, & National Association of Child Care Resource & Referral Agencies. (2011). *Early childhood education professional development: Training and technical assistance glossary*. Retrieved from [http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC\\_NACCRRRA\\_TrainingTAGlossary.pdf](http://www.naeyc.org/files/naeyc/file/ecprofessional/NAEYC_NACCRRRA_TrainingTAGlossary.pdf)
- \*National Center on Child Care Professional Development Systems & Workforce Initiatives. (2013). *Quick look: State technical assistance professional specialized knowledge and competencies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/quick-look-state-technical-assistance-professional-specialized-knowledge-and-competencies>
- \*National Center on Child Care Professional Development Systems & Workforce Initiatives. (2013). *State/Territory technical assistance systems: Fit and feasibility checklist*. Retrieved from [http://grisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20\(Final%20-%20June%202013\)\\_0.pdf](http://grisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20(Final%20-%20June%202013)_0.pdf)
- \*National Center on Child Care Professional Development Systems and Workforce Initiatives. (2013). *Aligned professional development systems planning and implementation guide*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/pdwcenter\\_alignedpds\\_considerations.pdf](https://childcareta.acf.hhs.gov/sites/default/files/pdwcenter_alignedpds_considerations.pdf)

- \*National Child Care Information and Technical Assistance Center. (2010). *A tool to assess the alignment of state PD systems and QRIS*. Vienna, VA: Author.
- \*[Note: see 2013 updated version under: Child Care Technical Assistance Network. (2013). *A tool to assess the alignment of State/Territory PD systems and QRIS*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/130627\\_pdqris\\_assessment\\_alignment\\_tool\\_final\\_1.pdf](https://childcareta.acf.hhs.gov/sites/default/files/130627_pdqris_assessment_alignment_tool_final_1.pdf)]
- \*National Child Care Information and Technical Assistance Center. (2009). *Early childhood professional development systems toolkit*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/pd\\_system\\_issues\\_toolkit\\_and\\_ppt\\_school\\_age.pdf](https://childcareta.acf.hhs.gov/sites/default/files/pd_system_issues_toolkit_and_ppt_school_age.pdf)
- National Child Care Information and Technical Assistance Center. (2006). *Elements of a professional development system for early care and education: A simplified framework*. Vienna, VA: Author.
- \*National Professional Development Center on Inclusion. (2012). *Tools for supporting planning for cross-sector professional development in early childhood*. Retrieved from <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-PD-Planning-Tools-2012.pdf>
- \*National Professional Development Center on Inclusion. (2011). *The big picture planning guide: Building cross-sector professional development systems in early childhood (3rd edition)*. Retrieved from [http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011\\_0.pdf](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011_0.pdf)
- \*National Professional Development Center on Inclusion. (2011). *The planning matrix for early childhood professional development*. Retrieved from <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/PD-Planning-Matrix-2012.pdf>
- \*Neuman, S. B., & Kamil, M. L. (Eds.). (2010). *Preparing teachers for the early childhood classroom: Proven models and key principles*. Baltimore: Brookes.
- NGA Center for Best Practices. (2010). *Building an early childhood professional development system: Issue brief*. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/1002EARLYCHILDPROFDEV.PDF>
- \*Piper, A. W. (2007). What we know about integrating early childhood education and early childhood special education teacher preparation programs: A review, a reminder and a request. *Journal of Early Childhood Teacher Education*, 28(2), 163-180.
- Russell, S. (2012). Building a high-performing early childhood professional development system (North Carolina). In S. Kagan, & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 252-258). New York: Teachers College Press.

- \*Snyder, P., Denney, M. K., Pasia, C., Rakap, S., & Crowe, C. (2011). Professional development in early childhood intervention: Emerging issues and promising approaches. In C. Groark, & L. A. Kaczmarek (Eds.), *Early childhood intervention: Shaping the future for children with special needs and their families: Vol. 3. emerging trends in research and practice* (pp. 169-204). Santa Barbara, CA: Praeger.
- Snyder, P., Hemmeter, M. L., & McLaughlin, T. (2011). Professional development in early childhood intervention: Where we stand on the silver anniversary of PL 99-457. *Journal of Early Intervention, 33*(4), 357-370.
- \*Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P. J. Winton, J. McCollum & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13-51). Washington, DC: Zero to Three.
- Sopko, K. M. (2010). *Workforce preparation to serve children who receive Part C services*. Alexandria, VA: National Association of State Directors of Special Education, Project Forum. Retrieved from [http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/86\\_7b9701c9-c1d3-4c85-a6b7-e5756646664d.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/86_7b9701c9-c1d3-4c85-a6b7-e5756646664d.pdf)
- \*Tarrant, K., Greenberg, E., Kagan, S., & Kauerz, K. (2009). The early childhood workforce. In S. Feeney, A. Galper & C. Seefeldt (Eds.), *Continuing issues in early childhood education* (3rd ed., pp. 134-157). Upper Saddle River, NJ: Pearson Education, Inc.
- \*Tout, K., Zaslow, M., & Berry, D. (2006). Quality and qualifications: Links between professional development and quality in early care and education settings. In I. Martinez-Beck, & M. Zaslow (Eds.), *Critical issues in early childhood professional development* (pp. 77-110). Baltimore: Brookes.
- \*Trivette, C. M., Dunst, C. J., Hamby, D. W. & O'Herin, C. E. (2009). *Characteristics and consequences of adult learning methods and strategies*. Retrieved from [http://tnt.asu.edu/files/AdultLearning\\_rev7-04-09.pdf](http://tnt.asu.edu/files/AdultLearning_rev7-04-09.pdf)
- Urban, M., Vandenbroeck, M., Van Laere, K., Lazzari, A., & Peeters, J. (2012). Towards competent systems in early childhood education and care. implications for policy and practice. *European Journal of Education, 47*(4), 508-526.
- Wesley, P. W., & Buysse, V. (2010). Rethinking technical assistance to support quality improvement. In P. Wesley, & V. Buysse (Eds.), *The quest for quality: Promising innovations for early childhood programs* (pp. 131-164). Baltimore: Brookes.
- Whitebook, M., & Ryan, S. (2011). *Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children*. Retrieved from <http://nieer.org/resources/policybriefs/23.pdf>

- Winton, P. (2006). The evidence-based practice movement and its effect on knowledge utilization. In V. Buysse, & P. W. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 71-115). Washington, DC: Zero To Three.
- Winton, P. (2010). Professional development and quality initiatives: Two essential components of an early childhood system. In P. Wesley, & V. Buysse (Eds.), *The quest for quality: Promising innovations for early childhood programs* (pp. 113-129). Baltimore: Brookes.
- \*Winton, P. (2013). Professional development: Supporting the evidence-based early childhood practitioner. In V. Buysse, & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention (RTI) in early childhood* (pp. 325-338). Baltimore: Brookes.
- Winton, P., Buysse, V., Rous, B., Lim, C., & Epstein, D. (2013). CONNECTing evidence-based practice and teacher research. *Voices of Practitioners*, 8(2), 1-7.
- Winton, P. J., McCollum, J. A., & Catlett, C. (2008). A framework and recommendations for a cross-agency professional development system. In P. J. Winton, J. A. McCollum & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 263-272). Washington, DC: Zero to Three.

#### **Pre-Service Strategies, Practicum, Research on Pre-Service**

- Allen, M. B. (2003). *Eight questions on teacher preparation: What does the research say?* Denver, CO: Commission of the States. Retrieved from <http://www.ecs.org/html/educationIssues/teachingquality/tpreport/report/acknowledgements.asp>
- Bruder, M. B., & Dunst, C. J. (2005). University faculty preparation of students in using natural environment practices with young children. *Psychological Reports*, 96, 239-242. Retrieved from [http://www.uconnuidd.org/pdfs/projects/per\\_prep/UnivFacultyPrep-Bruder-Dunst-2005.PDF](http://www.uconnuidd.org/pdfs/projects/per_prep/UnivFacultyPrep-Bruder-Dunst-2005.PDF)
- Bruder, M. B., & Dunst, C. J. (2005). Personnel preparation in recommended early intervention practices: Degree of emphasis across disciplines. *Topics in Early Childhood Special Education*, 25(1), 25-33. Retrieved from [http://www.uconnuidd.org/pdfs/projects/per\\_prep/PersPrepRecEIPractices-2005.pdf](http://www.uconnuidd.org/pdfs/projects/per_prep/PersPrepRecEIPractices-2005.pdf)
- 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*, 27(2), 110-124.
- Early Childhood Personnel Center. (2014b). Literature synthesis #2: Systematic review of models of state agency and institutions of higher education practices leading to alignment of preservice and inservice training for early childhood interventionists. *At a Glance*, 1(2) Retrieved from [http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/Vol1\\_No2\\_AAG\\_Lit\\_Synthesis2.pdf](http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/Vol1_No2_AAG_Lit_Synthesis2.pdf)

- Frank Porter Graham Child Development Institute. (2013). *The impact of early childhood teacher education: How to answer the unanswerable question*. Chapel Hill, NC: Frank Porter Graham Child Development Institute. Retrieved from [http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG\\_Snapshot68\\_2013.pdf](http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG_Snapshot68_2013.pdf)
- \*Gallagher, J. J. (2006). Personnel preparation and technical assistance. In J. J. Gallagher (Ed.), *Driving change in special education* (pp. 83-102). Baltimore: Brookes.
- Hyson, M., Horm, D. M., & Winton, P. J. (2012). Higher education for early childhood educators and outcomes for young children: Pathways toward greater effectiveness. In R. C. Pianta (Ed.), *Handbook of early childhood education* (pp. 553-583). New York: Guilford Press.
- Hyson, M., Tomlinson, H. B., & Morris, C. (2009). Quality improvement in early childhood teacher education: Faculty perspectives and recommendations for the future. *Early Childhood Research & Practice, 11*(1)
- Macy, M., Squires, J. K., & Barton, E. E. (2009). Providing optimal opportunities: Structuring practicum experiences in early intervention and early childhood special education preservice programs. *Topics in Early Childhood Special Education, 28*(4), 209-218.
- Maxwell, K. L., Lim, C., & Early, D. M. (2006). *Early childhood teacher preparation programs in the united states: National report*. Chapel Hill, NC: Frank Porter Graham Child Development Institute. Retrieved from [http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NPC\\_National\\_Report\\_2006.pdf](http://www.fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NPC_National_Report_2006.pdf)
- National Center on Quality Teaching and Learning. (2012). *Coaching as a key component in teachers' professional development*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Coaching-Key-Component-Findings.pdf>
- National Center on Quality Teaching and Learning. (2012). *Practice-based coaching*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf>
- National Center on Quality Teaching and Learning. (2012). *Top 10 tips for coaches*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Top-10-Tips-Coaches.pdf>
- National Center on Quality Teaching and Learning. (2012). *What do we know about coaching*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/What-Do-We-Know-About-Coaching.pdf>
- National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, D.C.: National Council for Accreditation of Teacher Education. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

\*Piper, A. W. (2007). What we know about integrating early childhood education and early childhood special education teacher preparation programs: A review, a reminder and a request. *Journal of Early Childhood Teacher Education*, 28(2), 163-180.

Scott-Little, C., LaParo, K. M., Thomason, A. C., Pianta, R. C., Hamre, B. K., Downer, J. T., . . . Howes, C. (2011). *The feasibility of a common course in early childhood teacher preparation programs*. Charlottesville, VA: National Center for Research on Early Childhood Education (NCRECE). Retrieved from [http://curry.virginia.edu/uploads/resourceLibrary/Research\\_Brief\\_-\\_Common\\_College\\_Course\\_v.2.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Common_College_Course_v.2.pdf)

Voss, J. A., & Bufkin, L. J. (2011). Teaching all children: Preparing early childhood preservice teachers in inclusive settings. *Journal of Early Childhood Teacher Education*, 32(4), 338-354.

Whitebook, M., Austin, L. J. E., Ryan, S., Kipnis, F., Almaraz, M., & Sakai, L. (2012). *By default or by design? Variations in higher education programs for early care and teachers and their implications for research methodology, policy, and practice*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from [http://library.constantcontact.com/download/get/file/1103347168909-24/ByDefaultOrByDesign\\_FullReport\\_2012.pdf](http://library.constantcontact.com/download/get/file/1103347168909-24/ByDefaultOrByDesign_FullReport_2012.pdf)

Whitebook, 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. Part 2: Effective teacher preparation in early care and education: Toward a comprehensive research agenda*. Berkeley, CA: Center for the Study of Child Care Employment. Retrieved from [http://www.wcstonefnd.org/wp-content/uploads/2012/05/teacher\\_prep\\_2.pdf](http://www.wcstonefnd.org/wp-content/uploads/2012/05/teacher_prep_2.pdf)

\*Whitebook, M., Sakai, L., Kipnis, F., Almaraz, M., Suarez, E., & Bellm, D. (2008). *Learning together: A study of six B.A. completion cohort programs in early care and education (year 1 report)*. Berkeley: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment. Retrieved from [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2008/07/learning\\_together08.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2008/07/learning_together08.pdf)

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.

## Recruitment and Retention

Allen, M. B. (2005). *Eight questions on teacher recruitment and retention: What does the research say?* Denver, CO: Education Commission of the States. Retrieved from <http://www.ecs.org/html/educationissues/teachingquality/trrreport/home/TeacherRecruitmentRetention.pdf>

Billingsley, B. S. (2003). *Special education teacher retention and attrition: A critical analysis of the research literature*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved from <http://copsse.education.ufl.edu/copsse/docs/RS-2/1/RS-2.pdf>

- \*Bradley, M. C., Daley, T., Levin, M., O'Reilly, R., Parsad, A., Robertson, A., & Werner, A. (2011). *IDEA national assessment implementation study* (NCEE 2011-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20114026/pdf/20114027.pdf>
- \*Ingersoll, R., & Kralik, J. M. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver: Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/50/36/5036.pdf>
- McLeskey, J., Tyler, N., & Flippin, S. (2003). *The supply of and demand for special education teachers: A review of research regarding the nature of the chronic shortage in special education*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved from <http://copsse.education.ufl.edu/copsse/docs/RS-1/1/RS-1.pdf>
- Muller, E. (2010). *Recruitment, hiring, training and retention for preschool children with disabilities: State approaches*. Alexandria, VA: National Association of State Directors of Special Education, Project Forum. Retrieved from [http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/84\\_a9d5fa06-4c60-4243-805f-0df2a7444d53.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/84_a9d5fa06-4c60-4243-805f-0df2a7444d53.pdf)
- Muller, E. (2010). *State-level efforts to recruit and retain qualified special education personnel including related service providers*. Alexandria, VA: National Association of State Directors of Special Education, Project Forum. Retrieved from [http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/77\\_79655485-81f4-4622-b26f-4ef46597a82a.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/77_79655485-81f4-4622-b26f-4ef46597a82a.pdf)
- Muller, E. (2011). *Creating mentoring programs as a means of retaining qualified special education personnel*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Creating%20Mentoring%20Programs%20as%20a%20Mean%20of%20Retaining%20Qualified%20Special%20Education%20Personnel-HEADINGS%20MODEL.pdf>
- Muller, E. (2011). *Information from national data sources related to personnel shortages in special education and related services*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/NationalDataSourcesRelatedtoPersonnelShortages.pdf>
- Muller, E. (2011). *Recruiting and retaining qualified special education personnel: Approaches from eight state education agencies*. Alexandria, VA: National Association of State Directors of Special Education, Project Forum. Retrieved from [http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/74\\_5b2e5f25-29c9-48c8-8b50-20d0caba082a.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/74_5b2e5f25-29c9-48c8-8b50-20d0caba082a.pdf)
- Muller, E. (2011). *Recruiting special education personnel using online recruitment systems*. Alexandria, VA: Personnel Improvement Center. Retrieved from

<http://personnelcenter.org/documents/Recruiting%20Special%20Education%20Personnel%20Using%20Online%20Recruitment%20Systems-HEADINGS.pdf>

Muller, E. (2011). *Special education personnel preparation partnerships: Program features to promote recruitment and retention*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Special%20Education-Related%20Personnel%20Preparation%20Partnerships-HEADINGS.pdf>

Muller, E. (2011). *Special education-related personnel preparation program partnerships: Collaborating for success at the local level*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Collaborating%20for%20Success%20at%20the%20Local%20Level-HEADINGS.pdf>

Muller, E. (2011). *Strategies for the recruitment and retention of qualified related service providers*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Recruitment%20and%20Retention%20of%20Qualified%20Related%20Service%20Providers-HEADINGS.pdf>

Muller, E. (2011). *Using new social media to recruit and retain qualified special education personnel*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Using%20New%20Social%20Media%20to%20Recruit%20and%20Retain%20Qualified%20Special%20Education%20Personnel-HEADINGS.pdf>

Muller, E. (2011). *Using online working conditions surveys as a means of retaining qualified special education personnel*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/Using%20Online%20Working%20Conditions%20Surveys%20as%20a%20Means%20of%20Retaining%20Qualified%20Special%20Education%20Personnel-HEADINGS.pdf>

Muller, E. (2011). *What state supply and demand studies tell us about special education personnel needs*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/What%20State%20Supply%20and%20Demand%20Studies%20Tell%20Us%20About%20Special%20Education%20Personnel-HEADINGS.pdf>

Muller, E. (2013). *Guidelines for building state capacity to recruit, prepare and retain qualified special education, early intervention and related services personnel*. Alexandria, VA: Personnel Improvement Center. Retrieved from <http://personnelcenter.org/documents/PIC%20guidelines-%20final.pdf>

\*National Center to Inform Policy and Practice in Special Education Professional Development. (2010). *Reshaping induction policies and programs: Using novice special education teachers' perceptions*. Retrieved from [http://ncipp.education.ufl.edu/files\\_9/policymakers/PII-2%20Reshaping%20Induction%20Policies%20and%20Programs.pdf](http://ncipp.education.ufl.edu/files_9/policymakers/PII-2%20Reshaping%20Induction%20Policies%20and%20Programs.pdf)

Personnel Improvement Center. (2011). *Recruitment and retention strategies to address personnel shortages in early intervention*. Alexandria, VA: Personnel Improvement Center, National



Association of State Directors of Special Education. Retrieved from <http://personnelcenter.org/documents/Recruitment%20and%20Retention%20of%20Qualified%20Early%20Intervention%20Personnel-final.pdf>

\* Tarrant, K., Greenberg, E., Kagan, S., & Kauerz, K. (2009). The early childhood workforce. In S. Feeney, A. Galper & C. Seefeldt (Eds.), *Continuing issues in early childhood education* (3rd ed., pp. 134-157). Upper Saddle River, NJ: Pearson Education, Inc.

Whitebook, M., & Sakai, L. (2004). *By a thread: How child care centers hold on to teachers, how teachers build lasting careers*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research.

### **Standards, Certification, Competencies**

\*Barbour, N., & Lash, M. (2009). The professional development of teachers of young children. In S. Feeney, A. Galper & C. Seefeldt (Eds.), *Continuing issues in early childhood education* (3rd ed., pp. 158-183). Upper Saddle River, NJ: Pearson Education, Inc.

Bellm, D. (2008). *Early childhood educator competencies: A literature review of current best practices, and a public input process on next steps for California*. Berkeley, CA: Center for the Study of Child Care Employment. Retrieved from [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2008/01/competencies\\_report08.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2008/01/competencies_report08.pdf)

Bellm, D. (2005). *Establishing teacher competencies in early care and education: A review of current models and options for California*. Berkeley, CA: University of California at Berkeley, Center for the Study of Child Care Employment.

Bornfreund, L. (2011). *Getting in sync: Revamping licensing and preparation for teachers in pre-K, kindergarten, and the early grades*. Washington, DC: New America Foundation. Retrieved from <http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/Getting%20in%20Sync-%20Revamping%20Licensing%20and%20Preparation%20for%20Teachers%20in%20Pre-K%20Kindergarten%20and%20the%20Early%20Grades.pdf>

\*Bradley, M. C., Daley, T., Levin, M., O'Reilly, R., Parsad, A., Robertson, A., & Werner, A. (2011). *IDEA national assessment implementation study* (NCEE 2011-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20114026/pdf/20114027.pdf>

Bredcamp, S., & Goffin, S. G. (2012). Making the case: Why credentialing and certification matter. In R. C. Pianta (Ed.), *Handbook of early childhood education* (pp. 584-604). New York: Guilford Press.

\*Campbell, P. H., Chiarello, L., Wilcox, M. J., & Milbourne, S. (2009). Preparing therapists as effective practitioners in early intervention. *Infants & Young Children*, 22(1), 21-31.

- Chandler, L. K., Cochran, D. C., Christensen, K. A., Dinnebeil, L. A., Gallagher, P. A., Lifter, K., . . . Spino, M. (2012). The alignment of CEC/DEC and NAEYC personnel preparation standards. *Topics in Early Childhood Special Education, 32*(1), 52-63.
- Cochran, D. C., Gallagher, P. A., Stayton, V. D., Dinnebeil, L. A., Lifter, K., Chandler, L. K., & Christensen, K. A. (2012). Early childhood special education and early intervention personnel preparation standards of the division for early childhood field validation. *Topics in Early Childhood Special Education, 32*(1), 38-51.
- Council for Exceptional Children. (2012). *Professional standards and practice policies and positions*. Retrieved from [http://www.cec.sped.org/Standards/Professional-Policy-and-Positions?sc\\_lang=en](http://www.cec.sped.org/Standards/Professional-Policy-and-Positions?sc_lang=en)
- Council for Exceptional Children. (2012). *CEC initial and advanced specialty sets*. Retrieved from [http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets?sc\\_lang=en](http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets?sc_lang=en)
- Council for Exceptional Children. (2012). *CEC initial level special educator preparation standards*. Arlington, VA: Author. Retrieved from <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
- Council for Exceptional Children. (2012). *CEC special education specialist advanced preparation standards*. Arlington, VA: Author. Retrieved from <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf>
- Council for Exceptional Children (DRAFT 2012). *DRAFT specialty set: Advanced special education early childhood specialist*. Arlington, VA: Author. Retrieved from <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Specialty%20sets/Advanced%20Sets/Draft%20Advanced%20Special%20Education%20Early%20Childhood%20Specialist%20Set.docx>
- Council for Exceptional Children. (DRAFT 2012). *DRAFT specialty set: Initial early childhood and early intervention special education*. Arlington, VA: Author. Retrieved from <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Specialty%20sets/Initial%20Sets/Draft%20Initial%20Special%20Education%20Early%20Childhood%20Specialty%20Set.docx>
- Council for Exceptional Children, Division for Early Childhood. (2007). *Initial special education professionals in early childhood special Education/Early intervention (birth to eight)*. Los Angeles, CA: Author.
- Council for Exceptional Children, Division for Early Childhood. (2007). *Special education early childhood specialists in early childhood special Education/Early intervention (birth to eight)*. Los Angeles, CA: Author.

- Early Childhood Personnel Center. (2014a). Literature synthesis #1: Systematic review of models of state agency and institutions of higher education practices leading to alignment of state personnel standards and competencies with curricula at institutions of higher education. *At a Glance*, 1(1) Retrieved from [http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/Vol1\\_No1\\_AAG\\_Lit\\_Synthesis1.pdf](http://ecpcta.org/wp-content/uploads/sites/1337/2015/06/Vol1_No1_AAG_Lit_Synthesis1.pdf)
- Early, D. M., Bryant, D. M., Pianta, R. C., Clifford, R. M., Burchinal, M. R., Ritchie, S., . . . Barbarin, O. (2006). Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten? *Early Childhood Research Quarterly*, 21(2), 174-195.
- Early, D. M., Maxwell, K. L., Burchinal, M., Alva, S., Bender, R. H., Bryant, D., . . . Griffin, J. A. (2007). Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs. *Child Development*, 78(2), 558-580.
- \*Gallagher, J. J. (2006). Personnel preparation and technical assistance. In J. J. Gallagher (Ed.), *Driving change in special education* (pp. 83-102). Baltimore: Brookes.
- Geiger, W. L., Crutchfield, M. D., & Mainzer, R. (2003). *The status of licensure of special education*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved from <http://copse.education.ufl.edu/docs/RS-7/1/RS-7.pdf>
- Hyson, M., Horm, D. M., & Winton, P. J. (2012). Higher education for early childhood educators and outcomes for young children: Pathways toward greater effectiveness. In R. C. Pianta (Ed.), *Handbook of early childhood education* (pp. 553-583). New York: Guilford Press.
- Lemoine, S., Lutton, A., McDonald, D., & Daniel, J. (2011). Integrating professional standards for the early childhood workforce: Putting the pieces together. In C. Howes, & R. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states* (pp. 47-67). Baltimore: Brookes.
- \*Lim, C., & Able-Boone, H. (2005). Diversity competencies within early childhood teacher preparation: Innovative practices and future directions. *Journal of Early Childhood Teacher Education*, 26(3), 225-238.
- Muller, E. (2006). *Unified early childhood and early childhood special education teacher certification: State approaches*. Alexandria, VA: National Association of State Directors of Special Education. Retrieved from [http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/219\\_dd3d6ca7-a8fc-4f0d-a194-2d8a674990a0.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/219_dd3d6ca7-a8fc-4f0d-a194-2d8a674990a0.pdf)
- National Association for the Education of Young Children. (2009). *NAEYC standards for early childhood professional preparation*. Retrieved from [http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204\\_12.pdf](http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf)
- National Association for the Education of Young Children. (2009, revisions 2012). *Where we stand on professional preparation standards*. Washington, DC: Author. Retrieved from

[http://www.naeyc.org/files/naeyc/files/2009%20Where%20We%20Stand%20Standards%20rev%204\\_12.pdf](http://www.naeyc.org/files/naeyc/files/2009%20Where%20We%20Stand%20Standards%20rev%204_12.pdf)

National Association for the Education of Young Children. (2012). *2010 NAEYC standards for initial & advanced early childhood professional preparation programs: For use by associate, baccalaureate and graduate degree programs*. Retrieved from <http://www.naeyc.org/files/ecada/file/2010%20NAEYC%20Initial%20&%20Advanced%20Standards.pdf>

National Association of Early Childhood Teacher Educators. (2008). Early childhood teacher certification toolkit: For use with the position statement on early childhood certification for teachers of children 8 years old and younger in public school settings. Retrieved from <http://www.naecte.org/docs/Toolkit%20for%20use%20with%20NAECTE%20Position%20Statement%20on%20Teacher%20Certification..pdf>

National Association of Early Childhood Teacher Educators. (2008). Position statement on early childhood certification for teachers of children 8 years old and younger in public school settings. Retrieved from <http://www.naecte.org/docs/ECE%20certification%20position%20statement.pdf>

National Center on Child Care Professional Development Systems and Workforce Initiatives. (2012). *Core knowledge and competencies: Considerations*. Retrieved from [http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/ckc\\_considerations\\_pdw\\_center\\_september\\_2012.pdf](http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/ckc_considerations_pdw_center_september_2012.pdf)

National Professional Development Center on Inclusion. (2011). *Competencies for early childhood educators in the context of inclusion: Issues and guidance for states*. Retrieved from [http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Competencies-2011\\_0.pdf](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Competencies-2011_0.pdf)

Stayton, V. D., Dietrich, S. L., Smith, B. J., Bruder, M. B., Mogro-Wilson, C., & Swigart, A. (2009). State certification requirements for early childhood special educators. *Infants and Young Children*, 22(1), 4-12. Retrieved from [http://www.uconncedd.org/pdfs/projects/per\\_prep/iyc221\\_state\\_certification.pdf](http://www.uconncedd.org/pdfs/projects/per_prep/iyc221_state_certification.pdf)

Stayton, V. D., Smith, B. J., Dietrich, S. L., & Bruder, M. B. (2012). Comparison of state certification and professional association personnel standards in early childhood special education. *Topics in Early Childhood Special Education*, 32(1), 24-37.

\*Tout, K., Zaslow, M., & Berry, D. (2006). Quality and qualifications: Links between professional development and quality in early care and education settings. In I. Martinez-Beck, & M. Zaslow (Eds.), *Critical issues in early childhood professional development* (pp. 77-110). Baltimore: Brookes.

\*U.S. Department of Health and Human Services, Office of Early Childhood Development. (September 2013). *Workforce initiatives in Race to the Top - Early Learning Challenge program annual performance reports*. Washington, DC: Author. Retrieved from

[https://www.acf.hhs.gov/sites/default/files/ecd/workforce\\_initiatives\\_in\\_rtt\\_elc\\_program\\_aprs\\_508c\\_final.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/workforce_initiatives_in_rtt_elc_program_aprs_508c_final.pdf)

Winton, P. J., & West, T. (2011). Early childhood competencies: Sitting on the shelf or guiding professional development? In C. Howes, & R. Pianta (Eds.), *Foundations for teaching excellence: Connecting early childhood quality rating, professional development, and competency systems in states* (pp. 69-92). Baltimore: Brookes.

## Workforce Data Systems & Capacity

Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education. (2004). *Study I data report: The national landscape of early childhood special education in personnel preparation standards under 619 of the Individuals with Disabilities Education Act (IDEA)*. Farmington, CT: Author. Retrieved from [http://www.uconnucedd.org/pdfs/projects/per\\_prep/pp\\_data\\_report\\_study1\\_619\\_11\\_19\\_08%20ccs.pdf](http://www.uconnucedd.org/pdfs/projects/per_prep/pp_data_report_study1_619_11_19_08%20ccs.pdf)

Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education. (2004). *Study I data report: The national landscape of early intervention in personnel preparation standards under Part C of the Individuals with Disabilities Education Act (IDEA)*. Farmington, CT: Author. Retrieved from [http://www.uconnucedd.org/pdfs/projects/per\\_prep/pp\\_data\\_report\\_study1\\_partc\\_11\\_14\\_08.pdf](http://www.uconnucedd.org/pdfs/projects/per_prep/pp_data_report_study1_partc_11_14_08.pdf)

Early Childhood Data Collaborative. (2011). *10 fundamentals of coordinated state early care and education data systems: Inaugural state analysis*. Retrieved from <http://www.ecedata.org/files/DQC%20ECDC%20brochure%202011%20Mar21.pdf>

Institute of Medicine & National Research Council. (2012). *The early childhood care and education workforce: Challenges and opportunities: A workshop report*. Washington, DC: The National Academies Press. Retrieved from <http://www.iom.edu/Reports/2011/The-Early-Childhood-Care-and-Education-Workforce-Challenges-and-Opportunities.aspx>

Kagan, S. L., Kauerz, K., & Tarrant, K. (2007). A portrait of the ECE teaching workforce. In S. L. Kagan, K. Kauerz & K. Tarrant (Eds.), *The early care and education teaching workforce at the fulcrum: An agenda for reform*. (pp. 23-40). New York: Teachers College Press.

Kipnis, F., & Whitebook, M. (2011). *Workforce information: A critical component of coordinated state early care and education data systems*. Berkeley, CA: University of California at Berkeley, Center for the Study of Child Care Employment. Retrieved from [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2011/04/CSCCEPolicyBrief\\_WorkforceInformation\\_March2011.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2011/04/CSCCEPolicyBrief_WorkforceInformation_March2011.pdf)

National Association of Community College Teacher Education Programs. (2012). *The crucial role of community colleges in teacher preparation and professional development*. Retrieved from [http://nacctep.riosalado.edu/Drupal/PDF/CR\\_2012.pdf](http://nacctep.riosalado.edu/Drupal/PDF/CR_2012.pdf)

National Survey of Early Care and Education Project Team. (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings from the national survey of early care and education (NSECE)*. Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services;. Retrieved from [http://www.acf.hhs.gov/sites/default/files/opre/nsece\\_wf\\_brief\\_102913\\_0.pdf](http://www.acf.hhs.gov/sites/default/files/opre/nsece_wf_brief_102913_0.pdf)

\*Tout, K., Zaslow, M., & Berry, D. (2006). Quality and qualifications: Links between professional development and quality in early care and education settings. In I. Martinez-Beck, & M. Zaslow (Eds.), *Critical issues in early childhood professional development* (pp. 77-110). Baltimore: Brookes.

## Tools

\*Child Care Technical Assistance Network. (2013). *A tool to assess the alignment of State/Territory PD systems and QRIS*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/130627\\_pdqris\\_assessment\\_alignment\\_tool\\_final\\_1.pdf](https://childcareta.acf.hhs.gov/sites/default/files/130627_pdqris_assessment_alignment_tool_final_1.pdf)

\*National Association for the Education of Young Children. (2012). *Strategic directions: Technical assistance professionals in state early childhood professional development systems*. Retrieved from [http://www.naeyc.org/files/naeyc/StrategicDirections\\_TAPs.pdf](http://www.naeyc.org/files/naeyc/StrategicDirections_TAPs.pdf)

National Association for the Education of Young Children. (2008). *State policy blueprint planning guide*. Retrieved from <http://www.naeyc.org/files/naeyc/file/policy/ecwsi/PolicyBlueprintPlanningGuide.pdf>

\*National Center on Child Care Professional Development Systems and Workforce Initiatives. (2013). *Aligned professional development systems planning and implementation guide*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/pdwcenter\\_alignedpds\\_considerations.pdf](https://childcareta.acf.hhs.gov/sites/default/files/pdwcenter_alignedpds_considerations.pdf)

National Center on Child Care Professional Development Systems and Workforce Initiatives. (2013). *Distance learning planning and implementation guide*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/approved\\_pdwcenter\\_distancelearning\\_planningimplementationguide\\_0.pdf](https://childcareta.acf.hhs.gov/sites/default/files/approved_pdwcenter_distancelearning_planningimplementationguide_0.pdf)

\*National Center on Child Care Professional Development Systems and Workforce Initiatives. (2013). *State/Territory technical assistance systems: Fit and feasibility checklist*. Retrieved from [http://qrisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20\(Final%20-%20June%202013\)\\_0.pdf](http://qrisnetwork.org/sites/all/files/session/resources/PDW%20Center%20State%20TA%20Fit%20and%20Feasibility%20Checklist%20(Final%20-%20June%202013)_0.pdf)

\*National Child Care Information and Technical Assistance Center. (2009). *Early childhood professional development systems toolkit*. Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/pd\\_system\\_issues\\_toolkit\\_and\\_ppt\\_school\\_age.pdf](https://childcareta.acf.hhs.gov/sites/default/files/pd_system_issues_toolkit_and_ppt_school_age.pdf)

- \*National Child Care Information and Technical Assistance Center. (2010). *A tool to assess the alignment of state PD systems and QRIS*. Vienna, VA: Author. Retrieved from <http://occ-archive.org/poptopics/qris-assesment-tool.html>
- \*National Professional Development Center on Inclusion. (2011). *The big picture planning guide: Building cross-sector professional development systems in early childhood (3rd edition)*. Retrieved from [http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011\\_0.pdf](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-Big-Picture-Planning-Guide-3rd-edition-7-2011_0.pdf)
- National Professional Development Center on Inclusion. (2011). *The landscape: A statewide survey for providers of professional development in early childhood*. Retrieved from <http://npdci.fpg.unc.edu/resources/planning-and-facilitation-tools/files/NPDCI-Landscape-survey-June2011>
- \*National Professional Development Center on Inclusion. (2011). *The planning matrix for early childhood professional development*. Retrieved from <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/PD-Planning-Matrix-2012.pdf>
- \*National Professional Development Center on Inclusion. (2012). *Tools for supporting planning for cross-sector professional development in early childhood*. Retrieved from <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-PD-Planning-Tools-2012.pdf>
- State Implementation & Scaling-up of Evidence-Based Practices Center. (2012). *Training plan template*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TrainingPlanTemplate.pdf>
- State Implementation & Scaling-up of Evidence-Based Practices Center. (2009). *Coaching system development worksheet*. Retrieved from <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-CoachingSystemDevelopmentWorksheet.pdf>