



NAECTE FALL CONFERENCE November 5, 2014, in Dallas, TX

Look out Dallas; here we come!

Everything is bigger in Texas and NAECTE will not let you down. We are roundin' up a BIG OLE CONFERENCE for y'all!



Throughout the fall conference, we will build from the momentum started in our summer conference. The positive feedback from the summer conference encouraged us to continue the dialogue as to how we can be agents of change for our field. We have planned the fall conference surrounding the theme of *Early Childhood Teacher Educators: Reflective Change Agents*. We have been overwhelmed with the member proposals submitted for the conference and are pleased to have so many members share their talents with us. Don't forget about our annual reception and awards ceremony to follow in the evening. Hope you all can join us!

Our conference is slotted for:

November 5, 2014

- 8 a.m.-3:45 p.m. NAECTE Conference and Business Meeting
- 6:30-9:30 p.m. Evening Reception and Awards Ceremony

Location details and detailed program to be sent as soon as details are solidified

I would also like to ask for members who are presenting at the NAEYC Annual Conference please email myself and assistant Nan (nanette.rowe@park.edu) the title of your presentation. It would be wonderful for us to support one another in attendance of sessions!

Dr. Amy Wolf

Vice President for Conferences

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News from Our NAECTE President, Libby Ethridge

Our June conference this summer was stimulating and thought provoking. Stacie Goffin, the keynote speaker challenged our organization to take a good look at ourselves and to determine our destiny in this new era of early childhood education. Stacie encouraged us to ascertain our responsibility to the field of early childhood as teacher educators. She boldly told us to shun reliance on public policy for defining the field's purpose and structure. As I type this, I am reminded of the wonderful last two lines of the poem "Invictus" by *William Ernest Henley*, "I am the master of my fate, I am the captain of my soul."

Stacie provided some direct challenges that included:

- Attempt to redirect early childhood education's trajectory
- Change from the inside-out
- Become recognized as a key component of the profession
- Become a cohesive system of preparation, practice, and responsibility
- Have a clarity of purpose



NAECTE President, Libby Ethridge

After Stacie's keynote, she invited our members to express their thoughts on the nuts and bolts of how we can address these challenges. One of the suggestions was for the board of NAECTE to have a strategic planning session. Therefore, the board is meeting for four hours this November in Dallas just for this purpose. This is an exciting time for our organization and I encourage everyone to attend the conference in Dallas so you can help us move forward and make a difference as a valuable, recognized, and necessary association.

Our membership is growing! We have successfully transitioned to a new module for our membership, which allows us to have a revolving membership renewal system.

We are continuing to work as an Alliance with ACCESS. In the past, we have joined together for a luncheon, keynote, or work session during the November conference but they are only meeting for half a day in November so we are discussing how we can collaborate in the future. We know we are stronger when we work together than alone.

I want to encourage everyone to read the emails we send you. We work to keep you informed without sending too many notices. With our new module we are able to see what percentage of people open the emails. Unfortunately, it has been as low as 30% at times. I certainly understand how busy people are in our profession but the only way we can become stronger is if our members are committed to staying informed and having a voice.

I am so excited about what the future holds for this association. I hope to see you in Dallas this November. Let's create our destiny!

Dr. Libby Ethridge
NAECTE President

NAECTE Awards Committee Report

Rebecca Huss-Keeler and Will Parnell

Join us on November 5 from 6:30-8:00 at the Omni Hotel in Dallas, room TBA for our annual NAECTE Awards Ceremony. Light refreshments will be served. Awards will be given in the following categories:

- NAECTE/Pearson Outstanding Early Childhood Teacher Educator Award
- NAECTE/Taylor and Francis Early Childhood Teacher Educator Award
- NAECTE/Cengage Learning Outstanding Early Childhood Practitioner Award
- NAECTE/Pearson Outstanding Dissertation Award
- NAECTE/Taylor and Francis Travel Grants
- NAECTE Foundation Research Awards and Advocacy Award
- NAECTE/Taylor and Francis Outstanding Article Award from the Journal of Early Childhood Teacher Education

NAECTE Membership News

SPREAD THE WORD!!

INVITE YOUR COLLEAGUES AND GRADUATE STUDENTS TO JOIN NAECTE TODAY!

GOOD NEWS: NAECTE has a total of 386 members. Also, NAECTE has a new membership module that allows for revolving memberships, so your membership will run from the date you pay your dues to the next year on the same date. For example, if you join or renew on October 1, 2014, then your membership year will be unique to you and be current from October 1, 2014 until October 1, 2015.

To join, go to NAECTE.org, then scroll to the bottom of the website (left side) and click on the link that says "Member Login." From there you should be able to create an account and join. You can also go to the link "Join NAECTE" and print the membership form. After you have completed the form, mail it and your check to the NAECTE Treasurer, William Mosier (his address is on the form and on our website).

Questions?

Contact Paula McMurray-Schwarz (mcmurray@ohio.edu), NAECTEVP for Membership.

NAECTE Board Elections

Election Report for 2014

Many people participated in our elections for 2014. We are so thankful to all who agreed to run for a board position and everyone who voted. Half the board is voted on each year so there is always a core group who have had experience and can provide the continuity needed to address ongoing issues.

Thank you Byran Korth, Brigham Young University, for being our go-to-guy in setting up and carrying out the elections. We used to have to rely on paper ballots which was an expensive, very time consuming system. Byran has been able to use the survey software at his university to put this all online.

Thank you also to Pat Cantor and Libby Ethridge for working on the nomination process.

278 ballots were emailed and 144 were returned, with a 52 % return rate.

The following are our new board members, beginning November 5th, 2014.

- VP for Membership: Paula McMurray-Schwarz
- Affiliate Chair: Linda Taylor
- Secretary: Sheryl Reinisch
- Region 1 Rep: Eun Kyeong Cho
- Region 3 Rep: Nancy Barbour
- Region 5 Rep: Lena Lee
- Region 7 Rep: Julie Ray
- Region 9 Rep: Abby Jewkes

Sara McCormick Davis
Past President
NAECTE

The Hansen Challenge Grant: Gathering Steam!

The NAECTE Foundation Board would like to express our sincere appreciation for the \$1,000 Challenge Grant from Harlan and Ruth Hansen, long-time Friends of NAECTE, and to report our progress in meeting that challenge for 2014. Harlan and Ruth are offering a \$1,000 Challenge Grant as a means of helping us to reach our fund-raising goal of \$5,500 this year and every year for 10 years. This generous gift will only be available if we can raise the remainder (\$3,500) each year by November 15th.

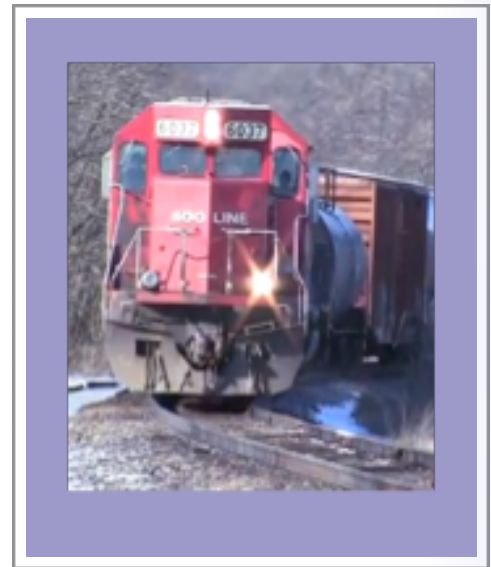
NAECTE members response to meeting this challenge before and at the June Conference was strong. Thanks to the support of our colleagues almost half the needed amount has been donated. We will need to raise the remainder between now and our Fall Conference. So please make a contribution now or bring your checkbook to the Conference!

Supported by your donations, the Foundation has seeded many great research projects related to early childhood teacher education. For example, a recently funded study focused on engaging teachers, who worked in high-stakes teaching contexts, in professional development workshops where they examined the norms and practices of DAP and school reform initiatives. The investigator subsequently assessed the impact of these workshops on the teachers' pedagogy.

See below the Honor Roll of Donors who have supported our efforts thus far during the 2014 Challenge Grant Campaign. You also can become a member of the Circles of Giving by making cumulative contributions to the Foundation of \$100 or more. What's most important is that we all participate in some way in this Fund-Raising Challenge and join those who care deeply about NAECTE's success.

To make an online donation through PayPal, [click here](#).

Or, send a check to: NAECTE Foundation
c/o Dr. Frances Rust, Treasurer
University of Pennsylvania,
3700 Walnut Street, Room 439
Philadelphia, PA 19104



The Hansen Challenge Grant:

Hansen Challenge Grant Honor Roll		
Platinum (\$101+)	Harlan Hansen	Spring 2014
	Mary Barbara Trube	Spring 2014
	Jonathan Gillentine	Summer 2014
	Glenn Olsen	Summer 2014
Gold (\$51-\$100)	Kathryn Castle	Summer 2014
	Nancy Freeman	Summer 2014
	Rebecca Huss-Keeler	Summer 2014
	Frances Rust	Summer 2014
	Holly Seplocha	Summer 2014
Silver (\$26-\$50)	Leslie Couse	Spring 2014
	Cynthia DiCarlo	Spring 2014
	Mary Jensen	Spring 2014
	Amanda Branscombe	Summer 2014
	Libby Ethridge	Summer 2014
Bronze (\$1-\$25)	Patsy Cooper	Summer 2014
	Sara Davis	Summer 2014
	Carol Enger	Summer 2014
	Beatrice Fennimore	Summer 2014
	Paula McMurray Schwartz	Summer 2014
	Carolyn Newman	Summer 2014
	Leslie Sevey	Summer 2014
	Josh Thompson	Summer 2014
	Edyth Wheeler	Summer 2014

The Hansen Challenge Grant:

Circles of Giving:	Name	
Legacy Circle (\$1,500 +)	Doris Bergen	
	Kathryn Castle	
	Anne Dorsey	
	Doris Fromberg	
	Harlan and Ruth Hansen	
	Verna and John Hildebrand Foundation	
	NAECTE	
Founders Circle (\$500-\$1,500)	Amanda Branscombe	Glenn Olsen
	Ken Counselman	Frances Rust
	Nancy Freeman	Holly Seplocha
	Joan Isenberg	Janet Taylor
	Mary Jensen	Mary Barbara Trube
	Sally Kilmer	
Supporters Circle (\$100-\$499)	Leah Adams	Jonathan Gillentine
	Kathryn Aichele	Ann Gruenberg
	Jennifer Aldrich	Rebecca Huss-Keeler
	Jane Blakeley-Keat	Candy Jaruszewicz
	Helen Botnarescue	Shirley Morgenthaler
	Christine Chaille	Cynthia Paris
	J. Kent Christman	Mary Jo Pollman
	Sherry Cleary	Susan Recchia
	Donna Couchenor	Roberta Schomburg
	Leslie Couse	Alan Sugawara
	Lola Davis	Elaine Surbeck
	Sara Davis	Lynda Taylor
	Cynthia DiCarlo	Karen VanderVen
	Amy Driscoll	Joanne Vesay
	Libby Ethridge	Loren Weybright
	Stephanie Feeney	Edyth Wheeler
Marjorie Fields	Philip Wishon	
Vicki Garavuso		

News from Our Regions

Region 8

MONTANA: The governor in Montana has made Pre-K one of his top initiatives, rolling out a program called Early Edge Montana. His goal is public funding for Pre-K that would allow every public school in Montana to offer a Pre-K program. As a result, several higher education faculty have been involved in writing standards for child outcomes and standards for public schools offering Pre-K programs.

This has also resulted in a proposed change in education licensure. We have previously had a K-grade 8 teacher license in Montana. The new proposal will be to continue with the K-grade 8 license but also to have a Pre-K-Grade 3 license and a middle school license. Several higher education faculty have been involved in writing the new standards for the stand-alone Pre-K-Grade 3 license. This will be voted on by the Montana Board of Public Education in November but we are not anticipating issues.

NORTH DAKOTA: North Dakota completed an Early Care and Early Education study through the Department of Public Instruction. The Early Childhood Higher Education Consortium is continuing discussion of the changing expectations for programs in early childhood (Head Start, QRIS, etc.) that have been identified in the study, especially surrounding classroom assessment, and the preparation of students for these changes.

Region 10

Congratulations to Dr. Sheryl Reinisch, who was named Dean of the College of Education at Concordia University in Portland, Oregon. Sheryl has been with Concordia since 1999. Along with all her other duties, Sheryl serves as secretary for NAECTE.



Dr. Sheryl Reinisch

Early Childhood Certification State Information Project by NAEYC

Many NAECTE members may have already contributed their state information for this project prior to the September 30 deadline but, to make NAECTE aware of the project, here are but the excerpts from an email from Julie Tavlas, NAEYC Public Policy Associate, Policy and Public Affairs. Due to the timeline, the links she has provided may or may not still be active.

She thanks us for our “advice and helping to disseminate our survey to collect state by state information on teacher certification policies/subdivision and how states review and revise those policies for teaching birth through third grade.”

“For those of you who haven't heard, earlier this month we launched the state profiles plus a short brief of findings and policy opportunities on our website. We had some difficulty getting all states to vet the original information, and knowing that, we are hoping that you will go on the website and email us with any changes we need to make your state profile accurate. The deadline for this is September 30. After that, we will be putting out a media release and a fuller distribution.

- Here is the link to the background info:
- <http://www.naeyc.org/publicpolicy/early-childhood-teacher-certification>
- And here is the link to the state profiles:
- <http://www.naeyc.org/policy/state-profiles>

If there is anything that needs to be changed, please email me at jtavlas@naeyc.org so I can make the appropriate modifications. In the spring we will also send out a notice to states for any updates so that this can be a dynamic set of profiles rather than a one point in time resource for stakeholders.

Thank you for your contributions to quality learning and to the education profession, as well as your help on this project.

“In the spring we will also send out a notice to states for any updates so that this can be a dynamic set of profiles rather than a one point in time resource for stakeholders.”

The issue of state licensure/certification is one where NAECTE members can offer their insights to support early childhood teacher education at the national and state levels.

CALL FOR CHAPTERS

Praxeological Learning: Service-Learning in Teacher Education Proposals for contributions by February 27, 2015

With the recent educational reform through the implication of the Common Core Standards, *Praxeological Learning: Service-Learning in Teacher Education* can provide a fresh look at educational transformation through the lens of teacher preparation. Given administrative and curricular constraints that many teachers and schools are facing, this book will contribute to the literature by explaining how teacher education programs are advancing our understanding and knowledge of service-learning with preservice teachers. Chapters may be theoretical in nature or empirical research. All submissions must have evidence of deep critical thinking and analysis and strive to advance 1) the implementation of service-learning in teacher education and/or 2) how teacher education programs collaborate with community agencies to design and implement service-learning experiences.

TIMELINE FOR PAPERS It is proposed to complete **Praxeological Learning: Service-Learning in Teacher Education**

by December 31, 2015. Towards that goal the following will apply:

Proposals for contributions should be e-mailed to the corresponding editor Christian Winterbottom, winterbottom.4@osu.edu, by February 27, 2015. Proposal should be sent as an email attachment and must include a working title, 1-2 page abstract, and full contact details for the author(s).

Contributors who are encouraged to develop their manuscripts will be informed by March 31, 2015.

Chapters must be submitted to Christian Winterbottom (winterbottom.4@osu.edu) by May 31, 2015. Manuscripts should be single-spaced, Times New Roman 12 point, 15-30 pages, not including title page or references, and must follow APA Guidelines (6th edition).

Reviewers will have until the end of July 2015 to submit their blind reviews to the editors. Contributors will be notified the first week in August 2015 of the reviewers' decisions.

Manuscript recommendations for accepted chapters will be provided to the author(s). **Edited manuscripts must be submitted to the editors by October 31, 2015.**

Email chapters as an attachment to winterbottom.4@osu.edu.

Interested prospective reviewers for the submissions, please contact Vickie Lake at vlake@ou.edu

SUBMISSION GUIDELINES

Manuscripts should be single-spaced, Times New Roman 12 point, 15-30 pages, not including title page or references, and must follow APA Guidelines (6th edition). A separate cover page will include the author's name, professional title, institutional affiliation, and all contact information (phone, fax, mailing address, email). Do not insert headers or footers into the manuscript. Number pages in the upper right hand corner. Tables and figures must be placed at the rear of the manuscript with notations where they should be placed in the body of the manuscript. Manuscripts must be submitted electronically as Word documents to Christian Winterbottom at winterbottom.4@osu.edu.

Corresponding editor's contact e-mail to which all enquires should be sent:
winterbottom.4@osu.edu

CALL FOR MANUSCRIPTS

New Waves -Educational Research and Development Journal
(Official Publication of the Chinese American Educational Research and Development Association)

Spring 2015 Special Issue on

Integrating Service-Learning into Teacher Education Programs

Submission Deadline: October 30, 2014

Editor-in-Chief: Dr. Binbin Jiang (Kennesaw State University, USA)

Guest Editors: Dr. Alan Bates and Dr. Miranda Lin (Illinois State University, USA)

Introduction

Service learning as a teaching strategy has been integrated in many teacher education programs across the globe. Service learning can help students explore the connections between theory and practice and offers students the opportunity to connect to a community. Community-based service learning can help pre-service teachers be aware of social issues a community faces, needs of a community, their students' educational needs, and eventually develop instructional activities relevant to their concerns. Service-learning provides pre-service teachers with the opportunity to better understand the real world experiences of individuals of all walks of life in their immediate communities, especially in the culturally diverse and low-income community. Mainly, service learning can have an impact on pre-service teachers' dispositions toward teaching in diverse settings, cultural awareness, social issues, and social responsibility. Further research is needed to show the impact of service learning on pre-service teachers and teacher education programs.

Objective of the Special Issue

Through open discussion of the issues involved in service learning, the editors would like to take this opportunity to encourage all educators to consider how we can improve the quality of service learning within teacher education programs and how service learning can relate to the many aspects of teaching and teacher education.

Recommended topics include, but are not limited to, the following:

- Service learning with indigenous communities
- Pre-service teachers' service learning experiences with young children
- Service learning for the public good
- Service learning and social justice
- Service learning and academic content areas
- Service learning and diverse learners
- Service learning and links to curriculum
- Service learning and Common Core State Standards
- Service learning and student civic engagement

Submission Procedure

Researchers and practitioners are invited to submit manuscripts reflecting the main themes of this Special Issue *on or before **October 30, 2014***. Authors will be notified of the status of their manuscript by **December 15, 2014**. All requested revisions will need to be back to the editors by **February 15, 2015**. Manuscripts (between 6,000-8,000 words) reporting on the findings of empirical research or on the development of leadership conceptual framework or case studies are welcomed. All submitted manuscripts will follow the APA guidelines of the American Psychological Association Publication Manual, 6th edition. Manuscripts not following the APA guidelines will be returned. All submitted manuscripts will be reviewed on a double-blind review basis.

Authors should not cite or reference their own name but instead use the word *author*, followed by the publication date. Alphabetize references to *author* under A and not under the letter of the author's last name. Do not include titles or the names of coauthors in the "author" citations or references. All manuscripts must present original research that has not been published elsewhere.

Submissions must include the following:

Cover page: Include the information listed below on a separate sheet.

- Title of the manuscript
- Special Issue on Service Learning in Education
- Date of submission
- Author's name, institutional affiliation, complete mailing address, business and home phone numbers, fax number, and e-mail address
- Biographical information about each author, which may not exceed 30 words per author

Abstract: On a separate sheet of paper at the beginning of the manuscript, describe the essence of the manuscript in 100–150 words. Do not include your name or any other identifying information in the abstract or the manuscript.

Submission: *New Waves-Educational Research and Development* Journal receives all manuscript submissions electronically via the journal's online submission website located at: <http://www.caerda.org/journal/index.php/newwaves/index>

Decisions: Authors will be notified of the receipt of the manuscript. After an initial review by the editors, those manuscripts that meet specifications will be sent to reviewers. Authors are also notified if manuscripts are judged not to be appropriate for review. The journal editor reserves the right to make editorial changes.

The Journal

New Waves – Educational Research and Development Journal is the official publication of the Chinese American Educational Research and Development Association, an affiliation of the American Educational Research Association. The journal is published twice a year electronically since 2013. All submitted manuscripts will be blind-reviewed by at least two reviewers. This Special Issue is anticipated to be released in Spring 2015.

Important Dates

October 30, 2014: Manuscript Submission

December 15, 2014: Notification of Review Results

February 1, 2015: Submission of Revised Manuscripts

